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The Corporal Works of Mercy

Sister M. Catherine, S.S.N.D.

Editor's Note. Sister Mary Catherine has here outlined a series of very effective lessons on the Corporal Works of Mercy. A method of treating one of them is given in detail to illustrate how all seven may be treated. This paper is one of the series of which the Commandments of God and the Commandments of the Church form a part.

I. General Remarks

- A. Worked out for the eighth grade
- B. Bulletin Board in constant use
- C. Posters
- D. School interest aroused
- E. Bible History and Catechism correlated
- F. Other remarks

II. Introductory Lesson

- A. Recall the names of the Corporal Works of Mercy
- B. Biblical story upon which based
- C. General arrangement as shown in No. V

III. Following Recitations

- A. As many periods as necessary for a general survey
- B. Topics for this general survey
 1. Love thy neighbor as thyself
 - a) Duty to all in need
 - b) Rewards
 - c) Punishments
- C. General situations suggested by teacher and pupil

IV. Associations

- A. Religious
- B. Secular

V. Grouping of the Class

- A. Child selects his own Work of Mercy
- B. Groups arranged according to selection. If not equalized, call for volunteers
- C. Groups elect chairman

VI. Pupil Activity

- A. Each group permitted one period for demonstration

B. Suggested topics

1. Art pictures and posters
2. Selections from literature
3. Daily situations
4. Stories from Bible, lives of the saints, modern magazines
5. Biblical quotations

VII. Time Arrangement

- A. The seven groups to follow as the Works of Mercy follow in the Catechism:

1. To feed the hungry
2. To give drink to the thirsty
3. To clothe the naked
4. To harbor the harborless
5. To ransom the captives
6. To visit the sick
7. To bury the dead

- B. Each group allowed one period except those like Nos. 1, 3, and 6

- C. General discussions encouraged at each hour

VIII. Dramatization: Suggestions: For each of the above, one Biblical and one modern situation; e.g.:

1. To feed the hungry: Abraham, Joseph, Widow of Sarepta, Tobias, Martha and Mary.

Christmas Gift

IX. Practical Resolutions

X. Bibliography

I. General Remarks

A. This work is planned for the eighth- or ninth-grade class, in which the children are required to do research work according to their abilities.

B. The bulletin boards in the classroom and in the corridors may be used after the teacher has approved of the material the pupil has presented.

C. The posters must be original; they need not be purely religious. These posters may be exhibited anywhere for the benefit of the whole school.

D. Since the eighth and ninth grades are quite influential, any method of arousing the interest of the other classes will be employed; especially will these grades make use of the lay-apostolate idea of good speech and good example in performing acts of mercy toward the others.

E. Throughout the work there will be continuous relation between the Catechism and the Bible History.

F. Other remarks: Anything of interest, relative to the theme, may be offered from one to another group. Friendly competition between the groups will increase the interest. Some groups will not be able to secure as much material as others; however, their personal interest and general attitude will be factors in determining their marks in religion.

A notebook of quotations, poems, cartoons, slogans, pictures, can be worked in nicely in this plan.

II. Introductory Lesson

"Children, our work for the next two weeks will be the study and application of the Corporal Works of Mercy in our own lives. What would you suggest as the principal aim of this work?" To the suggestions offered by the children the teacher will add her own: To make the Corporal Works of Mercy function in our daily lives with the ultimate purpose of becoming better Christians day by day through helping others. "Now that we have determined upon the Aim, perhaps we had better review the Corporal Works of Mercy which we may have forgotten."

This review will take just a few minutes. The best reader of the class will now step before the class and read in his best possible way the account of the Works of Mercy as given in the Gospel according to St. Matthew (xxv. 31-46). This is the description of the Last Judgment in which in most solemn tone and manner Christ propounds the Seven Works of Mercy, their reward and their punishment. This Scripture text will be referred to again and again throughout the course, so that by the end of the two weeks, all the children will incidentally have memorized the whole beautiful passage.

After the reading the mechanical division of the class into seven groups will take place, as shown in the Outline, No. V.

Each child will select the Work of Mercy that appeals to him most. Then the groups will be arranged according to their selections. If too many have chosen the same, the teacher will ask for volunteers for the other topics. After this grouping has taken place, chairmen are elected who will, with the teacher, direct the activities of the various groups. Suggestions are made in No. VI of the Outline. This will, no doubt, close the first lesson.

III. Following Recitations

The following period, or periods, if necessary, will be given for general discussions which will have the thought "Love of Neighbor" as their nucleus.

1. Love Thy Neighbor as Thyself

a) Duty

- (1) Christ commands it.
- (2) Christ taught it by example. Multiplication of loaves; the Widow of Naim; Wedding at Cana; Whole Life; Death for Sinners.
- (3) Christ considered each one the image of God.

b) Reward

- (1) "Eternal Reward" (Matt. xxv. 31-46).
- (2) "He that hath mercy on the poor lendeth to the Lord; and He will repay him" (Prov. xix. 17).
- (3) "We gain the intercession of the poor" (Eccles. xxix. 15).
- (4) "Blessed are the merciful for they shall obtain mercy" (Matt. v. 7).
- (5) "A merciful man doth good to his own soul" (Prov. xi. 17).
- (6) "Alms deliver from all sin, and from death, and will not suffer the soul to go into darkness" (Tob. iv. 11).
- (7) "Give and it shall be given to you" (Luke vi. 38).
- (8) "The satisfaction made by alms is greater than that which is effected by prayer and fasting" — *Thomas Aquinas*.
- (9) "Give to the poor that which thou canst not keep in order to obtain that which thou canst not lose." — *St. Augustine*.

c) Punishment

- (1) "Depart from Me, you cursed, into everlasting fire which was prepared for the devil and his angels: For I was hungry, and you gave Me not to eat; I was thirsty, and you gave Me not to drink" (Matt. xxv. 41-42).
- (2) "Dives buried in hell; Lazarus in Abraham's bosom" (Luke xvi. 19-31).

General Situations

These will be given in a socialized recitation in which the pupil will offer any situation of daily life involving any of the seven problems. The teacher will be directing and will add situations like the following to those the children have presented, if they have not been touched upon by the class:

1. You are in a position and willing to help others. How would you manage to do so without having the public know anything about it?

2. Perhaps your good example in No. I would be a great incentive to others to do the same. Does this fact justify the publication of your good act? Do you think the man who does not want his name made public might be acting selfishly?

3. Do you think almsgiving is an obligation or just a voluntary pious act? Prove from Scripture.

4. If you are poor are you exempt from any obligation to help your neighbor? How can you help even under these circumstances?

5. In doing anything whatever to help your neighbor, what motives will make the act meritorious in the sight of God?

- a) Love of God
- b) To gain reward in heaven
- c) To do penance for one's sins
- d) To help the poor souls
- e) To make men better spiritually

6. What do you think of a great philanthropist whose purpose in giving is his *sympathy* for mankind?

7. A man or boy is naturally stingy and will not give anything unless approached and then offers it (although it hurts him much) seemingly quite willingly. Does he lose his spiritual reward because he *feels* a reluctance in giving it?

8. Could a man who has made his money on money which he had stolen many years previous, after giving back the amount he has stolen plus the interest, give alms of what he has left meritoriously?

9. Would a man be able to justify himself in putting his old father, who is now sick or childish, into an old folks' home, because he has become a kind of burden upon him financially?

10. By giving a good example of clean speech and good behavior, how are you performing a Corporal Act of Mercy?

11. You work for a pure-water supply, for clean streets, etc. Are these works of mercy in the sense of the Gospel?

12. Someone has lost his way; you help him out. How is this a Corporal Work of Mercy?

13. You get a certain amount of spending money; how might you ransom the captives? (Missionary workers, heathen babies.)

14. Does the accumulation of wealth suppose an obligation on your part to use it for other than your immediate family's advancement?

15. Sometimes poor little children in school are laughed at by the others because of their shabby clothes; what would you do to prevent this?

16. You have much room in your automobile. Dad brings you to school each morning. How could you harbor the harborless?

17. The milkman delivers poor milk and in so doing harms many poor children. How could you work out the problem so as to fulfill the precept, "Give drink to the thirsty"?

18. What qualities are necessary to make the giving of alms a meritorious act? (Good intention, cheerfulness, alms our own property.)

19. If you yourself cannot give alms, how can you fulfill the command: Feed the hungry, clothe the naked? (Recommendation to other benevolent people.)

20. How could you help out a man who has no job?

21. If you were a very wealthy man, what would you do with your money?

IV. Associations

A. Religious

1. Holy Childhood Society
2. Little Missionary
3. N.C.W.C.
4. Daughters of Isabella
5. St. Vincent de Paul Society
6. Various Religious Orders, especially Little Sisters of the Poor

B. Secular

1. Red Cross
2. Girl and Boy Scouts

The foregoing discussions will take a number of recitation periods.

V. Grouping of the Class

The method of dividing the class into groups has been explained. Each pupil is responsible for the problems and solutions regarding his group topic from references taken from:

- A. Any Gospel (I) he wishes
- B. Any one Epistle

C. Any ten Old Testament situations. In a few of the problems, ten will scarcely be found, but then he will be responsible for any others relative to the Works of Mercy.

The groups will work as units, each child helping the others of his group by any suggestion he can offer. Group meetings will be given opportunity immediately following the general-discussion recitation to have a meeting for organization of material.

VI. Pupil Activity

Since this group has access to a very large and very interesting amount of material, more than one period may be used for its reports.

Anyone making a booklet must use the uniform paper chosen by the teacher, so that, at the end of the two weeks, one large booklet can be formed called *The Seven Corporal Works of Mercy*. As said in the Outline, one child is responsible for the working out of each of the following suggestions most thoroughly:

1. Art pictures and posters
2. Selections from literature
3. Daily situations
4. Stories from the Bible, lives of the saints, modern magazines
5. Biblical quotations
6. Any other suggestion offered by the children

1. Art Pictures

Jesus and the Women of Samaria — Hoffmann
Foundling Girls — Andersen
Charity — Thayer
Poverty, St. Francis — Giotto
Supper at Emmaus — Bellini
Christ Healing the Blind — Bida
Marriage at Cana — Vecchio

Lazarus at the Rich Man's House — Doré
Christ in the Home of Peasants — L'Hermitte
Beggar Boys — Murillo
Christ Feeding the Multitude — Murillo
Christ in the Home of Martha — Schonherr
A Helping Hand — Renouf
 Pictures from mission magazines, from papers, etc.

2. Selections from Literature

The Book of Pioneers — Tomlinson
 Florence Nightingale
 Any good Biography: Lincoln, etc.
Little Brother Francis of Assisi — Williams

The children will collect as many as possible and in some original way bring them to the attention of the others. These various selections could be read by the children during their silent-reading hour and also given credit for in their English course.

3. Daily Situations

The children in charge of this part will gather as many of their own problems as possible and get others to take an active interest — their parents and friends. It is the most important division of the work and consequently will take up the major portion of the recitation periods. The children themselves will conduct the period. The other groups will be stimulated to take an active part in the discussions, especially those children who have topics that are not so comprehensive. After the children have exhausted their intellectual funds, perhaps some of the following problems have not been touched upon; hence the teacher should have a number of very fine problems to offer them.

1. A poor child must walk to school each morning after a very scanty breakfast; often you notice he does not even go home for lunch at noon and has brought nothing or very little along. Would you have any obligation toward him, and how would you meet it?

2. Why do you help out a tramp who comes to ask for food? Would you do wrong if you chased him away, provided he is not drunk and seems to be in need?

3. If a child, poor and ragged, came to your door and asked for food, would you be committing a sin if you told it to go away? Maybe if you fed it, you would be instrumental in starting him on the road of tramping. What do you say?

4. You are a young woman with much leisure and some money, why not interest yourself in child welfare? "I can never forgive myself for not having been keener to discover means of helping others." — *Maurice F. Egan*.

Would you apply this to your life?

5. You have a good lunch; the hungry eyes of some poor child are watching you. How could you manage to help him without making him feel it or letting the others see you?

6. You know that a certain old person lives all alone. You have some idea that he is quite in want and lonely. What do you think you might do in the case? What effect would the making of this old man comfortable have upon your character?

7. Once a tramp to whom your mother had given

some simple but nourishing food in a sack became angry at it and threw it away. Since then you have "No Admittance" to tramps. What results will such action on the part of parents have upon their children?

8. One of your friends at school is very stingy to others and selfish. He always has plenty of spending money. You have never seen him give a thing to a poor child because seemingly the latter cannot return it in some favor. How would you teach him a lesson without many words?

9. How much of your spending money do you think you ought to give to the missions? Should you ask dad for money for such purposes while you spend all your own on yourself?

10. A girl has stolen 50 cents; she gives her teacher 25 cents for the missions. What do you think of such alms?

11. I know of a group of children who gathered old paper, rags, tinfoil, sold them and at the end of the school year had \$75 for the missions. What do you think of this method in comparison with the one in which a class gets the money from the parents?

12. You have often heard of the children of the slums. Real social work can be done by children of your age. What do you think a personal visit with a well-stored box of food at Christmas time will mean for you?

13. The National Catholic Welfare Conference is a grand organization of Catholics whose purpose is to help the poor and ignorant. What do you know about the organization? How could you coöperate with it, and thus fulfill the precept of Love of Neighbor? Feed the Hungry?

14. In giving food to the poor, what must be your attitude? Did you ever think that your kind word and smile while giving the material things might have as a result the encouragement needed to make some poor creature realize that he is worth while?

4. Stories From Various Sources

Abraham's Faith and Hospitality
 Jacob and Isaac
 Joseph and his Brethren in Egypt
 Moses in the Desert with the Israelites
 Noemi and Ruth
 Elias Fed by a Raven
 Tobias
 Habacuc
 The Shepherd's Gifts
 The Miraculous Draft of Fishes
 The Good Samaritan
 Mary and Martha
 The Prodigal Son
 Dives and Lazarus
 The Lord's Prayer
 The Widow's Mite
 Disciples at Emmaus

Lives of the Saints

St. Louis fed 120 poor at his table daily
 St. Bernard deprived himself daily to feed the poor
 St. Elizabeth spun, knitted for the poor, and gave them food
 Father Damien, the leper hero
 St. Nikolas
 St. John de Cruce
 St. Francis of Assisi

St. Martin
 Father Doyle during the world war
 St. Magdalene de Pazzi
 Mother Caroline

Ordinary Stories

The children will have access to various magazines, such as the *Ave Maria*, *Sacred Heart Messenger*, *Extension*, *Missions*, *Youth's Companion*, *The Young Catholic Messenger*.

I have selected just a few stories which well typify the purpose of this project. Many others might be selected.

Sacred Heart Messenger: "A Hand Stretched Out" (Sept., 1926); "A Glass of Milk" (May, 1927).

Ave Maria: "The Historical Past" (May, 1927); "Among the Cornflowers" (August, 1925).

The Orphan's Messenger: "The Ladder of Life" (Jan., 1929).

Extension: "A Stray Babe of Paradise"; "That Tire-some Sermon" (March, 1929).

The Far East: "The Beggar Boy of Beirut" (July, 1929).

Catholic Mission: "The Voice of the Missionary" (July, 1929).

Sunday Visitor: The After-Dinner Stories are often on this theme.

5. Biblical Quotations

This might be very attractively worked up in the form of pictures which will illustrate the quotation; or just a collection of these quotations would be very valuable to the child and to the class. Bulletins and blackboards can be well used in this connection. I have selected a few as models. A few of these are summaries rather than the exact words of the text.

"She of her want, hath cast in all the living that she had" (Luke xxi. 4).

"God loveth a cheerful giver" (II Cor. ix. 7).

Description of the Last Judgment in which the reward and punishment of the just and unjust so solemnly stated. "I was hungry and you gave Me to eat; thirsty and you gave Me to drink" (Matt. xxv. 31-46).

"Give an account of thy stewardship" (Luke xvi. 2).

"Unto whomsoever much is given, of him much shall be required" (Luke xii. 48).

"The rich ought of their abundance to supply the poor" (II Cor. viii. 14).

"If thou have much, give abundantly; if thou have little, take care even so to bestow willingly a little" (Tob. iv. 9).

"Judgment without mercy to him that hath not done mercy" (James ii. 13).

"He that stoppeth his ear against the cry of the poor, shall also cry himself and not be heard" (Prov. xxi. 13).

"A cup of water given in My name shall not go unrewarded" (Mark ix. 40).

"When thou dost an almsdeed, sound not a trumpet before thee," etc. (Matt. vi. 1-4).

"Blessed are the merciful, for they shall obtain mercy" (Matt. v. 7).

"When thou makest a feast, call the poor, the maimed, the lame, and the blind" (Luke xiv. 13).

"Let us work good to all men, but especially to those who are of the household of the faith" (Gal. vi. 10).

"A merciful man doth good to his own soul" (Prov. xi. 17).

"Alms deliver from all sin, and from death, and will not suffer the soul to go into darkness" (Tob. v. 11).

"The blessing of the Lord maketh men rich" (Prov. x. 22).

"Give, and it shall be given to you" (Luke vi. 38).

"The earth is the Lord's and the fullness thereof" (Ps. xxiii. 1).

VII. Time Arrangement

The plan given in No. VI will be the general plan for the study of each Work of Mercy. After the periods of general suggestions and one period of group meetings, the groups will be expected to be ready. Each group will present its entire study to the other groups, using the plans suggested and any other suitable ideas. Group discussions will always be in order. Each group will try to make its presentation the best from every point of view, in material and in method of procedure.

As suggested in the outline, the groups will take turns as the Works of Mercy naturally follow.

VIII. Dramatization

To Feed the Hungry will be taken as typical.

Scene I. Biblical Setting

General Remarks: A meeting of the group which has selected the theme "To Feed the Hungry" will be held for the purpose of electing their cast and making general arrangements.

There need not be anything elaborate; the garments may be had from the supply at the school in which practically every character can get suitable and typical costumes. Each child is responsible to his chairman to keep things in order, to have his own material, furniture, etc., ready and to put it back.

Since the lighting system is very fine, many beautiful effects will be produced by it and very little furniture will be needed. This dramatization will be given at a general school assembly, since our pupils generally take charge of these assemblies; thus the whole school will get a part of the benefit which we hope the others derived from their study.

Abraham and the Three Men

Characters: Abraham; three men as travelers; Sarah.

Abraham is seated on his porch when he sees three men approaching. He runs to meet them, bows down low before them, invites them to rest and to partake of refreshments. Calling upon his wife Sarah, he tells her to make cakes of the finest flour. Abraham himself waits upon the guests. After the meal, they depart,

prophesying that Abraham would become the father of an only son, Isaac.

If preferred, a reader at the right of the stage could give the Bible-history story briefly while the dramatization is going on. I think it would be more effective if the actors would be the speakers also.

Scene II. Modern Charity

Setting: A very poorly furnished room, dark and dreary.

Time: Christmas Eve.

Characters: Mother and a number of children, the latter trying to sleep on some rags on the floor.

Plot: School children have made up a large basket of good things to eat, some clothes, and a few toys. A rap is heard at the door. The mother leaves her sewing, and wearily walks to the door. A cheery "Merry Christmas" and the children enter the room while the little ones jump up from their sleep. A few happy words and the school children leave. The mother and children look into the basket and finally the mother starts a prayer of Thanksgiving to God.¹

Curtain.

Suggestions for the Other Works of Mercy

1. To feed the hungry: Biblical: Joseph, Widow of Sarepta Tobias, Martha.

Present: Thanksgiving Day, etc.

2. To give drink to the thirsty: Biblical: Christ and the Samaritan Woman, Rebecca and Eleazer; Moses striking the rock; Wedding at Cana.

Present: Offering a poor child some milk.

3. To clothe the naked: Biblical: Prodigal Son, Tobias, Tabitha.

Present: A group of girls and boys collecting garments for the poor.

4. To harbor the harborless: Biblical: Noemi and Ruth and Orpha; Martha and Mary; Emmaus.

Present: A Little Sister of the Poor taking care of an old man and woman.

5. To Ransom the Captive: Biblical: Esther pleading for her people.

Present: A mission scene in which a Sister is buying a heathen baby.

6. To visit the sick: Biblical: Christ in the Home of the Peasants as illustrated by L'Hermitte, *The Good Samaritan*.

Present: A young woman visiting a sick old woman bringing her cheer and comfort.

7. To bury the dead: Old Tobias; Christ and the Widow of Naim.

Present: Social-service act in paying money for defraying the expenses of some poor Christian's burial.

IX. Practical Resolutions

1. Give when you give "*In Nomine Christi*."
2. Be willing to help financially a poor relative.
3. Be willing to help a worthy cause along.
4. Give as though you considered yourself privileged to give.
5. Put aside a certain amount of your spending money or of your salary (10 per cent) for the Church, the poor.
6. Join the Infant Jesus Society or some other Missionary society.
7. Subscribe to some magazines that have for their main purpose the upkeep of the blind, the poor, etc.
8. Attend picnics and other social affairs given for the poor.
9. At Christmas always make some poor child happy.
10. Visit the sick in the hospitals, if permitted to do so.
11. Visit some sick friend or neighbor.
12. Never laugh at anyone because he is poorly dressed.
13. If you are not able to help, recommend certain poor but deserving people to your wealthier friends.
14. Help keep the cemetery in respectable condition by tending to your lots.
15. At times, do something for a poor little school-mate without anyone's knowledge.
16. In summer cut some of your garden flowers and take them to some poor sick person, to the hospital ward.
17. Make scrapbooks and give to some invalid child.
18. Send newspapers, magazines, storybooks, to prison authorities.
19. Write letters to an invalid.
20. Do all for the love of God, even the most insignificant deed.

Bulletin Board

I have a duty to everything I own, to every person I meet.

Every man, to a large extent, makes his own world.

Add a spiritual work of mercy to a corporal one.

A loving exhortation finds a willing ear.

"Persons influence us, voices melt us,

Looks subdue us, deeds influence us." — *Newman*.

Motive of all social service: "In His Name."

"When I do good to my neighbor, I assist God." — *de Pazzi*.

"The satisfaction made by alms is greater than that which is affected by prayer and fasting." — *St. Thomas Aquinas*.

"Give to the poor that which thou canst not keep in order to obtain that which thou canst not lose." — *St. Augustine*.

"We ought to show respect to the bodies of Christians, because they have been the instrument employed by the soul." — *St. Augustine*.

A helping hand is worth more than a signpost.

¹A particularly pleasing scene to dramatize is the getting ready of the Ruggles children to go to Carol Bird's Christmas party, taken from *Mrs. Wiggs of the Cabbage Patch*. Another good one is a scene from Dickens' *Christmas Carol*.

X. Bibliography

A Handbook of Children's Literature, Gardner and Ramsey (Chicago: Scott, Foresman, 1927), 354 pp. *Baltimore Catechism*.

Explanation of the Commandments, Rolfus (New York: Benziger Brothers, 1897), 330 pp. On pages 39 to 48 will be found a good account of the Caspard Works of Mercy.

Holy Bible.

Junior High School Literature, Book I, Elson, Keck (Chicago: Scott, Foresman, 1929), 512 pp. Good selections.

Laws of the Spiritual Life, B. W. Maturin (New York: Longmans, Green and Co., 1908), 281 pp. Very fine treatises on the eight beatitudes.

Loyola Book of Verse, Quinn (Chicago: Loyola University Press, 1922), 281 pp. No English student should be without this.

Mirrors of God, Rev. E. F. Garesché (Milwaukee: The Bruce Publishing Co., 1927), 146 pp. Very beautiful, simple reading. The Works of Mercy shown in their perfection in the Life of Christ.

Practical Aids for Catholic Teachers, Sister Aurelia and Rev. F. M. Kirsch (New York: Benziger Brothers, 1928), 305 pp. Should be in the hands of every grade teacher.

The Catechism Explained, Spirago (New York: Benziger Brothers, 1899), 752 pp. Excellent, thorough; should be in the hands of every catechist.

The Catholic Anthology, T. Walsh (New York: Macmillan Co., 1928), 552 pp. Use this to find poems relative to the Works of Mercy.

Your Religion, Father Russel (St. Louis: Herder Book Co., 1928), 311 pp. Very fine. Attractive in style and make-up. Good for high-school pupils. Problems and questions at end of each chapter are good.

Art and Design in the Grades

Martin F. Gleason, Joliet, Illinois

VI. THE STUDY OF COLOR

Editor's Note. This is the sixth article of a series by Mr. Gleason, which is being published in THE CATHOLIC SCHOOL JOURNAL during the present school year. These articles discuss the principles of teaching design and decoration in elementary schools with particular attention to the needs of the pupils and the average ability of teachers. The writer has been a teacher and supervisor of elementary art education for many years, and is well known for the practicability and high artistic value of his work.

THIS section of this continued work on design and the one to follow will deal with color and its use in decoration. It is hardly necessary to mention that no attempt should be made to teach, consecutively, all that is incorporated in these articles. There should be a commingling of the development of previous lessons with the various phases of color study presented. What is outlined here is merely reference material to be used again and again. It will hold good throughout the continued study of decoration. The grade in which the work is being carried on should determine how much shall be attempted. The wise teacher will fit development of form and color together so that one will enhance the other.

If children have followed through the steps in development of units and arrangement they are now at the stage where, as it were, they may begin to glorify the rather cold or inanimate plan or skeleton of decoration. This is a supreme moment. This is a time when the real beauty of decoration becomes intensified. From this point on, the pursuit of such study becomes joyful beyond measure for children. They will find new worlds of pleasure. New inspiration will come to them, ambitions will be quickened, and unexpected achievements will be made possible.

The teacher should have an appreciation of color and the importance of its study before going into the teaching of it. She should put her own mind into the proper relationship with the subject before she can bring out its true value for children. Without this attitude she can do nothing effective. She must realize that a knowledge of color is essential, that it does much for

life both culturally and commercially. She must know that one who possesses color knowledge and the power to apply it has an ability which means much to his leisure as well as his employment.

Color and its study should be taken seriously, because of its vitally useful place in life. Its right choice and use bring deep enjoyment; its wrong choice and abuse bring about mental discomfort. Color may add to or detract from our pleasures even though we do not recognize the fact. It may help the perfection of that to which it is applied or it may go far toward destroying the real value of the object.

Color is strong in its appeal. It is aggressive and is much more forceful in grasping our attention and holding it than is form. Color instinct is deep seated in man. In order that this instinct may serve him best it must be trained to function properly. Along some lines it needs stimulating; along others, subduing.

One can quite easily take up the study of color with a too irresponsible viewpoint in mind. He who makes such a start never gets far, because after the first flush of excitement incident to the beginning has subsided he loses his desire to continue. Success comes only because of a sane organization of material to be taught and a systematic, logical procedure. Unless the teacher has this organization well in mind and the procedure mentally traced she can be of little help to children.

In spite of everything children will get to know color. Their acquaintance will be valuable or valueless, more or less, according to the way in which they acquire this knowledge. Those who think choosing what one likes in color is knowing color may be right occasionally, but more often they are wrong unless their instinct for color is innately correct. There are certain underlying principles which determine what is good in color just as there are in any science. Getting children to know these fundamental principles and how to apply them is giving a real knowledge which will function in the selection and application of color.

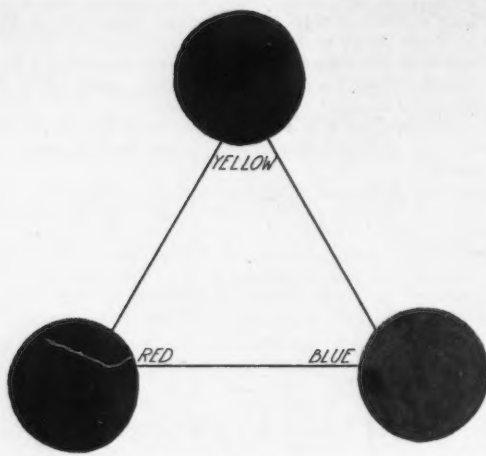


Fig. I. The Primary Colors

How shall we teach color to children? It would be too much to expect that children should find out everything, no matter what the subject, from their own experiments. Many things of value are to be acquired from direct teaching of facts and principles. They must be accepted on faith. It is a combination of these two methods, experimentation and direct teaching, that brings about the best results in the present problem. A great part of the theory of color, which has already been established, can be and should be taught directly. A familiarity with theory lays a foundation for intelligent experiment and gives a reasonable basis upon which judgment and decision may be based.

Technical Phases of Color

The first consideration to be taken up when color study is contemplated is equipment and media. Much depends on these two items. From the following outlines and explanations some idea of what selections to make may be obtained.

The most valuable media for experimentation in the teaching of color properties is water color—either transparent (the ordinary school kind) or opaque (tempera). This medium is the most difficult to teach successfully and the hardest for children to handle. It is, perhaps, better to confine these colors to upper grades.

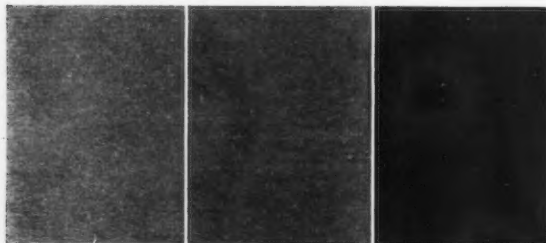


Fig. III. Color Tones or Values—The middle panel is a standard blue; the left is a tint (lighter); and the right is a shade (black added)

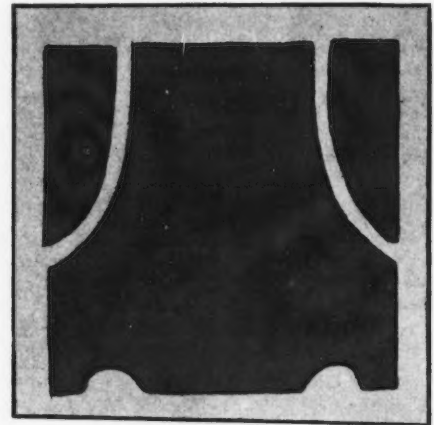


Fig. II. The Simplest Combination—A primary color (blue) is contrasted with the white or buff of the drawing paper

If transparent water colors are used, the following combination is a satisfactory one:

8-pan box	yellow, 3 pans
No. 7 brush	red, 2 pans
	blue, 2 pans
3 Primaries	black, 1 pan

If opaque (tempera) colors are considered more desirable, this combination may be used:

8 bottles	3 Primaries	yellow	green
No. 7 brush	(1 bottle of each)	red	orange
	3 Secondaries	blue	violet
		black	white

Tempera colors are more appropriate for design because a flat surface is easily produced with them. They are a little troublesome to care for but the excellence of results pays for this added burden of care.

No color medium is more satisfactory in lower grades than good crayons. They are easily controlled



Fig. IV. Values in Decoration—A standard color contrasted with a tint of the same color

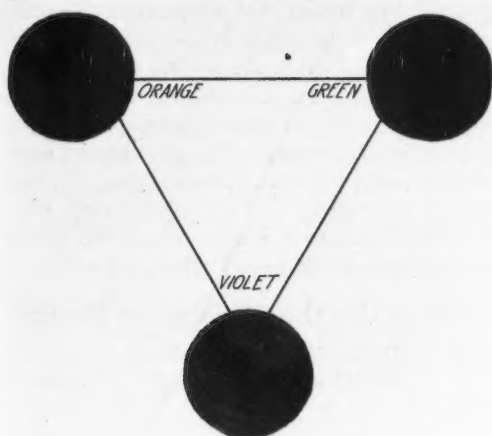


Fig. V. The Secondary Colors

by younger children and their handling can be directly taught. An assortment of the three primaries, the three secondaries, brown, and black, will do almost anything called for in almost any grade. They are lacking in possibilities of experiment and do not produce the brilliancy of color which may be produced with water color.

When the application of color is taken up the real reason for attention to technique arises. A good choice of color may be vitiated almost completely by poor technique. No teacher of any skill will do much direct teaching of technique in lower grades but she will persistently encourage its development in ways that are not too obviously didactic. Any device which provides opportunity for drill to bring about the perfecting of skill should be employed.

Fundamental Principles

Figure I. The primary colors — red, yellow, and blue. These form the basis of color mixing.

Figure II. The simplest combination as applied to decoration — a primary color against the color of the paper upon which the color is laid.

Figure III. In this instance a new phase enters — the use of tones or values. Values are based on a standard. Some are lighter and some are darker than the standard. The lighter values are called tints, the darker are known as shades. To produce tints add water to

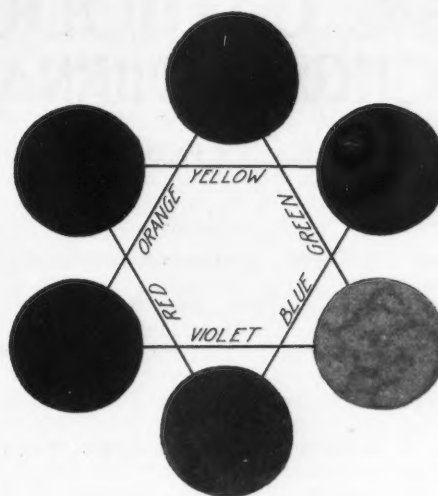


Fig. VI. Relationship of Primary and Secondary Colors

the standard; to produce shades, add black. The illustration shows a standard with a tint on one side and a shade on the other. Figure IV is an example of values used in decoration.

Figure V. The secondary colors. Secondary colors come from mixing primary colors in a prescribed way. Laying the triangle (Figure V) of secondary colors on that of the primary colors (Figure I) in such a way as will produce a six-pointed star gives us the proper location of each color and a suggestion of the scheme of mixing. This arrangement is also the beginning of the color wheel which is a guide to color selection and combination (Figure VI).

A study of Figure VI will reveal these facts:

Primary		Primary		Secondary
yellow	+	blue	=	green
blue	+	red	=	violet
red	+	yellow	=	orange

Secondary colors may be used in ways suggested for primaries — that is, in various values combined with the color of the paper used.

Figure VII. A simple border of light and dark values.

Note: The next article will treat of more advanced use of color.

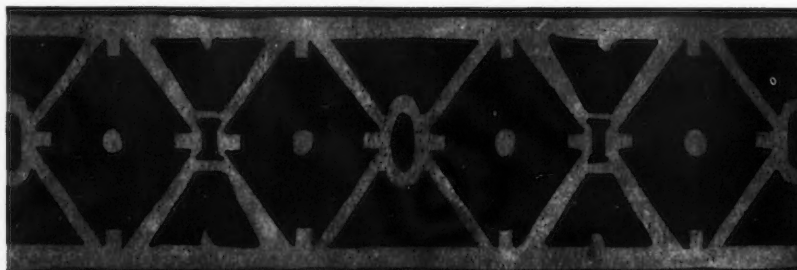


Fig. VII. Border of Light and Dark Values

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph. D., LL.D., Editor

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The Incarnation and Human Greatness

There is a tremendous pedagogical lesson to be learned from the Incarnation. God became man. He became a man like unto us. We feel an intimate attachment to the God-man. We feel He knows human nature, not only because He is omniscient, but because He became man. We followed Him in His human life. We suffered with Him, we prayed with Him at Gethsemane, we were crucified with Him on Calvary, we rose gloriously with Him at the Resurrection, and we were lifted up with Him at the Ascension.

That pedagogical lesson we can practice in our treatment of great men. We want to make them live. We want them to seem real. We want the "true," the flesh-and-blood man. We want to feel the human sympathy for the humanly great. We must feel them one with us, not alien, not aloof, not outside the range of human sympathy.

It is for this reason that we print in this number the changing conceptions of Washington. This will indicate an emphasis that the teacher may give to her work in the classroom. This, of course, does not mean we shall add to the muckraking biography, the muckraking teacher. It means that the great human ideals — nobility, loyalty, self-control, honor, integrity, shall be conceived not merely in their abstractness, but embodied and incarnate in human beings who were very much like you and me.

How to Use the Washington Material

There is presented in this number a considerable amount of material regarding George Washington — poems about him, tributes to him, brief sayings of his, and longer statements, his qualities, the rules of civility which he copied as a youngster, and other material. How shall this material be used?

Obviously, one way to use it is to have formal programs in general assemblies, or room assemblies. The teacher's ingenuity will readily suggest ways to present the material in various forms.

But it is possible to use the material in the classroom almost every day. Some general lessons should give the children the factual side of Washington's life so that they are interested in it. Spontaneous dramatizations of incidents, such as are now being given over the radio, would help tremendously. After this initial interest is established in the classroom, or for that matter, it might be in the assembly, or it might be at a school party — a colonial costume party — then the problem is not only to keep the interest alive but to increase it.

Take the "Rules of Civility" for example. Abundant opportunity will be furnished in the life of the school to call attention to them. In corridors, on playgrounds, or in classrooms they are likely to be violated. Why not then quote these rules now associated with Washington? They might be effective even in controlling that teacher's conduct who does not uniformly maintain her poise and dignity. This does not, of course, mean that there may not be camaraderie between pupil and teacher.

In teaching government and civics, abundant opportunity is offered in the material to begin a discussion or to drive home a point. The student as a citizen can learn much from Washington's comment on partisanship and the spirit of party in government. What an ideal of government, so often violated today, is set up in Washington's simple statement:

I have never made an appointment from a desire to serve a friend or a relative.

The "Farewell Address to the Army," and to the Nation, the comment on slavery, the numerous topics listed in the "Sayings of George Washington," offer opportunity at every grade level to drive home the lessons of citizenship.

Other topics will readily suggest themselves, but there is one that, because of its neglect, we shall note

in conclusion. It is the profoundly religious attitude of Washington, and his supreme faith in the Creator and His overruling Providence. This is a *fact* about Washington that should be taught in every public and private school. Nor should we fail to note a thought that often finds expression in the writings of Washington. Its briefest statement is:

True religion affords government its surest support.

The Catholic Press Association

We were very glad, indeed, to learn of the organization of the Catholic School Press Association. We were even more pleased with the appearance of its official publication, *The Catholic School Editor*. This Association is not merely another organization, it is not merely another way for the prospective officers to acquire prestige. It is very definitely and frankly a service organization. At the very start it is able to demonstrate the possibilities of the organization. There are reproduced in this first number of *The Catholic School Editor* a series of letters which show very definitely that academies, high schools, teachers' colleges, and universities have been helped in their school publication problems by the Association.

It stands ready at any time to help any Catholic school publication. Advice on any typographical, managerial, or literary problem is immediately available. In this way it will have an excuse for "being."

It will, moreover, conduct honor awards. In this way it can set up ideals which the Catholic school publications may aspire to, and emphasize in these publications the moral ideal which all Catholic education is aiming to promote. The National director of this organization, Dean Jeremiah O'Sullivan, Dean of the College of Journalism, Marquette University, deserves congratulations for his initiative and for his readiness to make available to the Catholic school field the services of the University with which he is connected.

We wish the Catholic School Press Association and its organ, *The Catholic School Editor*, a long life of usefulness in the service of Catholic education.

The Church and Art

The Church is often referred to as the mother of arts. She was, indeed, for centuries the mother of arts, and every resource of art was made to emphasize the central purpose of the establishment of churches. She may again become the mother of arts, and in the same way, and for the same purpose as she did during the great ages of faith.

We must be struck amidst many individual examples of great beauty in churches by the many examples of rectangular boxes, and by the lack of unity of design in all the elements entering into the church. Not every pastor is a competent designer of churches, nor an appreciator of design in art. Some organized program within the Church should guarantee to us without increasing the expenditures one cent, enduring monu-

ments of beauty, however small the church building may be, or however large.

With these thoughts in mind we gladly commend to our readers the *Liturgical Arts* magazine, a quarterly devoted to the arts in the Church, the first number of which has just appeared. It is no expression of a clique or a special school of art. Back of it is a society which will serve as an "organized medium of education in artistic liturgical matters as well as an agency to serve as a clearing-house for information." The magazine will cover six fields, four of which are treated in the current number.

1. The relation of the arts to the worship of the Church, as elucidated by leading authorities, clerical and lay.
2. The history of Catholic art, set forth in a carefully planned chronological series of authoritative articles, beginning with the earliest manifestations of Christian art.
3. Practical, detailed expositions of the liturgical requirements governing the construction and decoration of Churches.
4. Descriptions of excellent modern work, particularly in America, both in architecture and the decorative arts.
5. Notes on such rare and important ancient objects exhibited in museums, or currently offered for sale, as will be useful in suggesting modern adaptation. It is hoped that the notes on objects offered for sale may help restore them to their proper use.
6. Bibliography of all publications in the field.

This is certainly a worth-while effort. It is needed. It is very evidently in competent hands. It deserves the support of everybody interested in the improvement of Catholic art.

Information regarding this magazine may be obtained from The Liturgical Arts Society, Inc. (Temporary Address), 386 Fourth Avenue, New York City, N. Y.

The Beauty of the Church

One frequently reads tributes to the Church from those outside the fold, revealing many aspects of her life which those of us inside do not fully or adequately realize. This thought came to me as I read a tribute to the Church written by William Winter. He said:

"To think of the Catholic Church is to think of the oldest, the most venerable, and the most powerful religious institution existing among men. I am not a churchman of any kind. That, possibly, is my misfortune; but I am conscious of a profound obligation of gratitude to that wise and august, austere yet tenderly human ecclesiastical power which, self-centered among the vicissitudes of human affairs, and provident of men of learning, imagination, and sensibility throughout the world, has preserved the literature and art of all the centuries, has made architecture the living symbol of celestial aspiration, and in poetry and music has heard and has transmitted the authentic voice of God."

To bring home the truth of that aspect of the service and the life of the Church to the faithful of every age should be a high objective of Catholic parochial school, high school, college and university, and also of the pulpit as well as of Catholic Action.

Laboratories for High-School Sciences *A. C. Monahan*

THE number, size, and equipment of the necessary laboratories for the present-day courses in the high-school sciences will, of course, differ in various schools with the type of the school, the total enrollment, and whether or not pupils are encouraged to elect the sciences. The particular subjects offered will have a bearing on the needs for laboratories, but the great majority of high schools now offer four subjects only: general science the first year, biology the second, chemistry the third, and physics the fourth. In systems organized on the junior-senior-high-school basis, with three years in each school, general science is given one or two years in the junior high school, and the other three subjects in the order mentioned in the three years of the senior high school.

Some schools still follow the older procedure of giving physics the junior year and chemistry the last year, but the number is much in the minority and authorities seem to agree that the first-named order is better. Some schools still give courses in some of the older subjects once common in the high-school curriculum: physical geography, botany, zoölogy, geology, astronomy, etc., but the number which does is limited. The enrollment in all these subjects in all high schools throughout the country is less than 6 per cent of the total. They need not be considered in the modern school. Agriculture is an important subject in certain

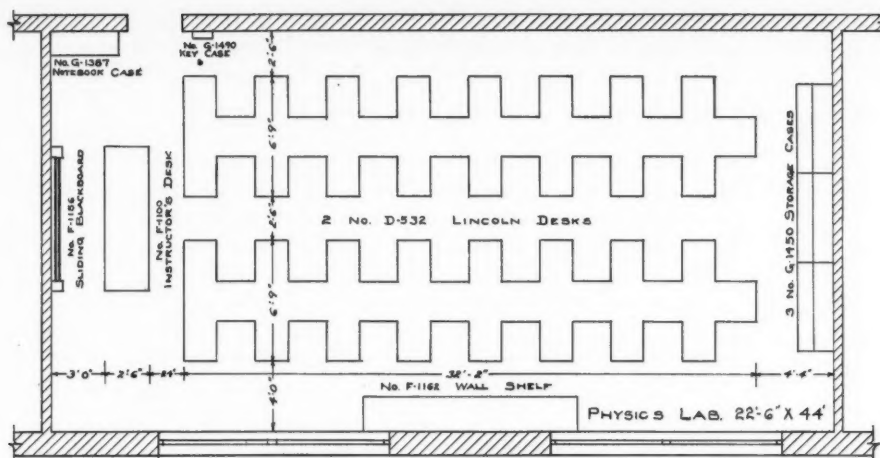
rural high schools. The regular laboratories are used, however, for the science work in this subject with a special room reserved for soil testing, seed testing, milk-products work, and other practical work. The household sciences, home economics, have a place in every modern high school. Laboratories for them will not be considered here. Only those for the first four mentioned subjects will be considered—that is, laboratories for general science, biology, chemistry, and physics.

Several other factors enter into the determination of the number and size of the laboratories in any particular school; the maximum number of pupils to a class; whether separate recitation rooms for sciences are to be provided or the recitations and instructor demonstrations held in the laboratories themselves; and whether individual laboratories are to be provided for all science subjects taught or “combination laboratories” for two or more sciences used.

Most authorities seem to agree that 24 pupils in a laboratory science class is the ideal number. Practical difficulties often require that more than this number be assigned to each section, so many laboratories are designed for 28, 32, or even 36 pupils to a section. Perhaps the standard laboratory for the high school may be regarded as the one which will hold a class of 32. Even in schools where 24 pupils to the section is



Combined Physics and Chemistry Laboratory, Mt. St. Mary's Academy, Newburgh, N. Y.



Physics Laboratory 22 ft., 6 in. by 44 ft. with two Lincoln Tables

the adopted standard, the larger laboratory permits special work that could not be undertaken otherwise, and permits the handling of the occasional class larger than the standard that the enrollment may make necessary.

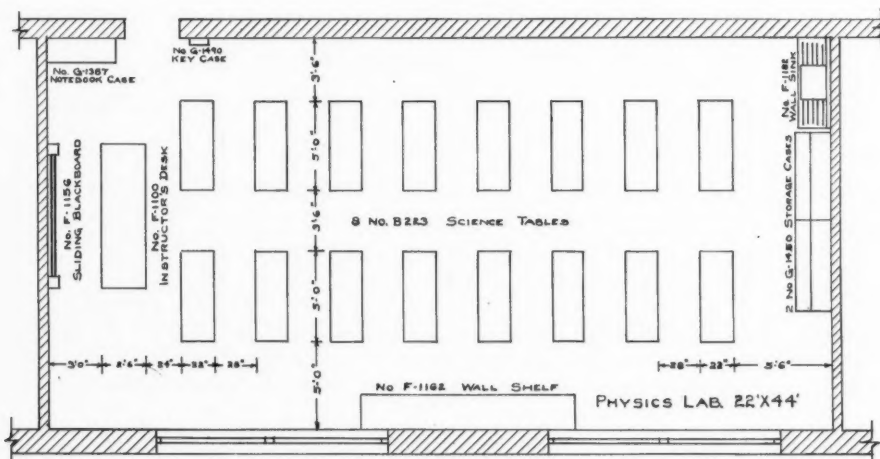
Except in the very large high school where the laboratories are needed the entire day for individual-pupil laboratory work, the separate recitation room, often called "lecture room," is not needed and is not being provided. Recitations and instructor demonstrations, or student demonstrations to the rest of the class, are handled in the laboratories themselves. This plan now being quite generally adopted, has many pedagogical advantages,¹ and requires considerably less floor space for the sciences than the old plan. It requires that, in each laboratory, there be installed a lecture table at one end of the room. With the proper type of furniture for pupils' individual exercises, no additional space or furniture is necessary. In general science, biology, and physics, front-facing furniture is

used. In chemistry, if the old double chemistry table is used, additional space must be provided at the end of the room for tablet-arm chairs for the pupils to use during recitations. But, if the Lincoln type of table is used, this space is not required, as the pupils may sit comfortably at their worktables. The Lincoln table is a front-facing table.

Authorities erecting school buildings must have some method of estimating the number of pupils that will probably enroll in the various science courses. Fortunately a basis of estimation is available. The actual enrollment in the various high-school subjects of study is obtained at regular intervals by the U. S. Office of Education. A study of this federal-bureau information made by the writer² shows that the general-science classes include approximately 50 per cent of the enrollment in the first-year high-school class; biology, 48 per cent of the second-year enrollment; chemistry and physics each 37.5 per cent of the third-year and the fourth-year enrollment, respectively. In the "average"

¹This subject is discussed in a bulletin of the U. S. Office of Education, prepared by the author of this article. Readers of this article may obtain free copies of it from the author by addressing a request in care of this JOURNAL. — Editor.

²For more complete discussion of the enrollment by subjects in the high schools of the United States, see *School Science and Mathematics*, November, 1930.



Physics Laboratory 22 ft. by 44 ft. with sixteen Science Tables

four-year high school, approximately 35 per cent of the pupils are in the first-year class, 28 per cent in the second, 20.5 in the third, and 16.5 in the fourth.

A school with 400 pupils would have from the above figures under ordinary conditions, 140 freshmen, 112 sophomores, 82 juniors, and 66 seniors. There would be approximately 73 pupils in general science, 54 in biology, 31 in chemistry, and 25 in physics. This would mean that there would be either two or three sections in general science, two in biology, one in chemistry, and one in physics. Two separate laboratories would be sufficient for these enrollments. One would care for general science and biology if the general-science pupils are in two sections. If in three sections, one section would have to use the chemistry-physics laboratory. If all science courses are scheduled for seven periods a week, three for recitations and demonstrations and two double periods for individual-pupil laboratory work, the general-science-biology laboratory would be in use 28 periods each week and the chemistry-physics laboratory 14 periods for those subjects with an additional seven periods for the extra general-science class if three sections are formed. In a school of over 400 pupils at least three laboratories should be provided, and in one of 600 at least four separate laboratories. In the very small school one laboratory is sufficient, particularly if the science subjects are given in alternate years, two being given each year.

The Physics Laboratory

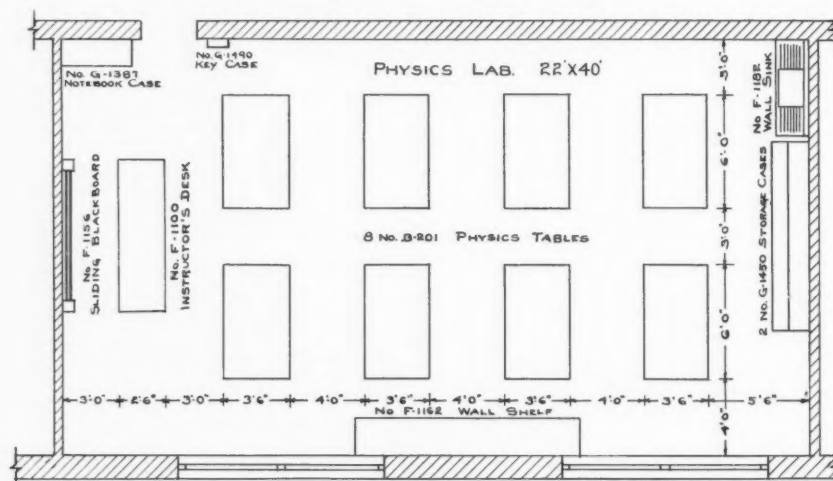
The physics laboratory, equipped with front-facing furniture, either separate two-student tables or the Lincoln tables, and with an instructor's lecture table, should be 22 feet wide, and 36 feet long if for 24 pupils, and 44 feet long if for 32 pupils. A room 21 feet wide and 2 feet less in length may be used if necessary but it will be a little crowded. The 44-foot room allows 3 feet of space behind the lecture table, a lecture table 2½ feet wide (8 feet long), 2 feet of space between the instructor's table and the first pupils' tables, two rows of eight two-student tables, each 6 feet long and 22

inches wide with 28 inches between tables for working space for the pupils. At the rear, is space for a wall storage cabinet and a sink. The lecture table has a sink also which can be used by pupils in the front of the room. If Lincoln tables are used the two of them would require the same space as the 16 two-student tables. The sink at the rear could be omitted, as there are sinks on the tables themselves.

Using the four-student tables, as was more common in the past, the front-facing feature is lost with its advantages, but the students can arrange themselves during recitations and demonstrations so that they face the lecture table and have a space on their tables where they can write. The four-student table saves some space, approximately 4 feet in the length of the room. Three floor plans are reproduced on these pages to show these layouts. A reproduction of the physics laboratory in Mt. St. Mary Academy, Newburgh, N. Y., is included to illustrate the general appearance of a physics laboratory following the layouts suggested. This one is equipped with the Lincoln table. The instructor's table at the front end of the room does not show in the view, nor the notebook case at the front entrance to the room.

The furniture in the laboratory should include one 8-foot instructor's lecture table, one 12-foot wall shelf from 12 to 18 inches wide, one 15-foot apparatus-storage case, one notebook case, one 6-foot soapstone or chemical stoneware sink, and the tables for the individual-student work. These would include 16 tables 6 feet in length and 22 inches wide, or 2 Lincoln tables 32 feet in length, or 8 four-student tables each 6 feet long and 42 inches wide. If the Lincoln table is used, no wall sink is needed. A sink is included on the instructor's table.

All of the furniture should be made of good-quality oak or birch, well seasoned and kiln dried. The five-piece legs are less likely to crack and warp than the one-piece legs. The top should be of hard Wisconsin birch, cut in strips of from 3 to 4 inches in width, tongued and grooved, and glued together with the best



Physics Laboratory 22 ft. by 40 ft. with eight Student Tables

quality of animal glue. It should be finished with an acid-resisting finish after being planed and sanded to a smooth surface. Such a top will not warp or the joints open. It must be remembered that the physics table must remain rigid and level if good results in the use of scientific instruments are to be expected. Linoleum tops on physics tables are satisfactory if properly laid and well glued to the built-up wood top under the linoleum. It adds to the expense and is no better in practice than the well-finished built-up wood top. Stone, slate, and composition tops are seldom recommended for physics laboratories, lacking the elasticity that is so highly desirable in a top on which science instruments are used.

Uprights on the student and instructor's table are essential for many experiments. Metal rods are now used almost wholly, the tables being fitted with slots into which they fit. All tables in the well-equipped laboratory should have outlets for gas for each student, and both a.c. and d.c. electric outlets. This means that a switchboard should be placed in the laboratory or adjacent to it in the storeroom, so that the current may be turned on or off as needed, and so that the students may have, when needed, a 110-volt direct current or one of six or twelve volts. The switchboard should be equipped with a direct-current voltmeter and a direct-current ammeter connected to the direct-current line, a variable rheostat for obtaining variable voltages and a field rheostat in the line from the direct-current generator. Few schools can be provided with both a.c. and d.c. from outside sources. The usual current furnished is alternating, 110 volts, 60 cycles. A motor generator to convert this to direct current can be obtained at from \$75 to \$200, and should be installed whenever possible. Where the expense of a motor generator is too great for the school, storage batteries can be used, the batteries being kept up to charge by use of a rectifier.

For certain experiments in light and for visual aids in teaching, it is desirable to be able to darken the physics laboratory. Heavy dark shades can be provided for the windows at little expense over the ordinary shades. The sides must be boxed in, however, if darkness is to be secured. Schools unable to incur this expense will get good results by using the Hartl optical disk, the grating spectroscope, the optical trough, and other special apparatus made to be used in the undarkened laboratory. For lantern slides, probably the best form of stereopticon is the "lecture-table type." This stands on the lecture table in front of the instructor where it can be easily operated by him, and throws the picture over his shoulder on an inclined screen at the front of the room.

The cost of equipping the physics laboratory is, of course, an item of first importance. Manufacturers of standard laboratory furniture will gladly estimate the cost of the furniture for any particular installation. It is good economy to purchase furniture made by such companies, as they know all the special problems in-

volved with which other furniture makers and cabinet shops are not acquainted. Furniture made by local planing mills and cabinet shops, or built by the general contractor on the job, is seldom satisfactory after a few years of use. Layouts as shown in the floor plans accompanying this article will cost from \$1,400 to \$3,400, depending upon the type of furniture and the fixtures included.

The cost of apparatus, instruments, and laboratory supplies varies considerably with the extent of the courses given. U. S. Bureau of Education Bulletin 1927, No. 22, entitled *Laboratory Layouts for the High School Sciences*, gives the cost of physics equipment sufficient to meet the requirements of the state departments of education as \$1,590 to \$2,240 with approximately \$200 to \$350 a year for annual replacements and new apparatus. This is for a class of 24, but would be sufficient for two or even three sections of 24 each. If for a class of 32 pupils additional individual-student apparatus would be needed increasing the total from approximately \$1,900 to \$2,700.

The Catholic University of America, in a list of apparatus suggested for high schools affiliating with the University, includes equipment totaling approximately the amount given in the government bulletin. The state department of education of Massachusetts has just issued a bulletin prepared by five well-known science instructors in the state, which recommends for 20 pupils an expenditure of \$3,353.63 for physics equipment. For 32 pupils an additional \$500 would be required for the apparatus and supplies necessary to carry out the individual student exercises. The apparatus this committee lists is found in any well-equipped city high school of medium size or larger. The Federal Government figures more nearly approximate the amount needed for equipment in the average Catholic high school.



TEACH ECONOMICS

All leaders of education should be searching for means of teaching the youth of the land to avoid such conditions as we are facing at the present. The schools of the state should train future citizens in "sales resistance," in proper buying methods, and in calculating accurately the sane buying power of an individual. The real consequences of installment buying should be taught; instruction in systematic saving should be given. The evils of buying indiscriminately should be stressed. To be specific, it seems that the time has come when sample budgets should be prepared for all incomes, estimating the proper allowance for all commodities, such as rent, clothing, luxuries, and so on. The minimum income for a family which would enable that family to own an automobile should be determined. Not only that, but the price of the car which a family with an income of \$2,500 could afford should be calculated. Teachers and pupils would do well to spend time in securing data on the most profitable length of time to keep an automobile before turning it in on a new one; in studying the percentage of car expenses to see which goes as necessary driving and which goes as what might be called unnecessary or pure luxury.—*El Paso Schools Standard*.

Teaching Material on Washington

A CONDENSED BIOGRAPHY OF GEORGE WASHINGTON

- 1732 February 22. Born near Fredericksburg, Virginia.
- 1743 His father, Augustine Washington, died. When about 14 years old, secured an appointment as midshipman in the British Navy. Gave it up because his mother could not bear his absence.
- Studied mathematics, surveying, writing of legal documents.
- Wrote out in his writing book the "Rules of Civility and Decent Behavior in Company and Conversation." These rules were from an English version of a manual used in Jesuit colleges.
- 1747 Had left school. Living with his brother Lawrence at Mount Vernon.
- 1748 March. Set out with party to survey estate of Lord Fairfax beyond the Blue Ridge Mountains. Received appointment as public surveyor. Invested his large earnings in land.
- George and Lawrence Washington studied military tactics with two ex-officers who had served with Lawrence.
- 1751 September. Sailed with his brother Lawrence for Barbados for Lawrence's health.
- 1752 (20 years old) Appointed a district adjutant general with rank of major.
- 1752 February. Returned to Virginia.
- 1752 July 26. Lawrence died and, at death of Lawrence's daughter soon after, George inherited Mount Vernon.
- 1753 October 30. Set out with a message from Gov. Dinwiddie of Virginia to commandant of French forces in Ohio Valley. Expedition too dangerous for others.
- 1754 January 16. Returned with full report and letter from French Commandant, St. Pierre.
- 1754 March 20. Received commission of Lieutenant Colonel from Gov. Dinwiddie. He was second in command to Col. Joshua Fry on expedition to fort at the fork of Monongahela and Allegany Rivers. Col. Fry died before the expedition was organized and Washington became commander. Set out with 150 men, but French had already taken possession. Called it Fort Duquesne.
- 1775 July 9. General Braddock with British regulars was defeated badly by French, because he would not listen to advice of Washington in regard to marching and fighting.
- 1758 September. Started with British General Forbes to Fort Duquesne. Washington wrote plan of march.
- 1759 January 6. Married Mrs. Martha Curtis, a widow of about his own age. Took seat in House of Burgesses of Virginia.
- 1774 September 5. First Continental Congress met in Carpenter's Hall in Philadelphia. Washington a delegate from Virginia.
- 1775 April 19. Battle of Concord. War of the Revolution began.
- 1775 May 10. Second Continental Congress met at

Philadelphia. Chose John Hancock as President. Federal Union of Colonies established the Continental Army.

- 1775 June 15. General Washington unanimously elected Commander-in-Chief of the Continental Army.
- 1775 June 17. Battle of Bunker Hill.
- 1775 July 3. Washington formally took command of the Army at Cambridge.
- 1776 July 4. Declaration of Independence.
- 1776 August 27. Battle of Long Island.
- After defeat, Washington transported 9,000 men across a mile of water in thirteen hours without the knowledge of the British.
- 1776 December 25 and 26. Washington crossed the Delaware and captured Trenton. After this, Congress, for a time, offered less interference with his plans.
- 1777 September 25. British occupied Philadelphia.
- 1777 October 17. Surrender of Burgoyne.
- 1777-78 Winter quarters at Valley Forge. Soldiers suffered greatly from lack of food and clothing. Washington held the army together by his personal exertions and force of his personality.
- Soldiers were being well trained into an efficient army by Von Steuben.
- 1778 British had abandoned attempts to conquer the Northern states. France had signed a treaty to fight against Great Britain.
- 1779 Spain declared war against Great Britain.
- American and French privateers and nucleus of American Navy of much help.
- 1780 October 7. Battle of King's Mountain. (British commander killed.)
- 1781 January 17. Battle of Cowpens. (British force destroyed.)
- 1781 October 18. Battle of Yorktown. York and Gloucester surrendered by British.
- 1782 July 11. British evacuated Savannah.
- 1783 January 20. Preliminary Articles of the Treaty of Peace signed at Paris.
- 1783 June 8. Washington issued a letter to the governors of the states regarding the establishment of a firm Federal Government.
1783. November 2. Wrote farewell address to Army.
- Urged the soldiers to "prove themselves not less virtuous and useful as citizens, than they had been persevering and victorious soldiers. . . . Let it be known and remembered, that the reputation of the Federal Armies is established beyond the reach of malevolence; and let a consciousness of their achievements and fame still incite the men, who compose them, to honorable actions; under the persuasion that the private virtues of economy, prudence, and industry, will not be less amiable in civil life, than the more splendid qualities of valor, perseverance, and enterprise, were in the field."
- 1783 December 23. At Annapolis, resigned to Congress his commission.
- 1787 President of the convention at Philadelphia which framed the Constitution.

- 1789 April 30. Took oath of Office as First President of the United States in New York. Washington was the only president in the history of the United States who had no votes against him.
- 1793 March 4. Oath of office for second term as President.
- 1793 April 22. Issued Proclamation of Neutrality between France and England. Thus was established a policy of noninterference in European affairs.
- 1795 August 18. Signed the Commercial treaty with England negotiated by John Jay.

Other Important Events of Washington's Administration:
Admission into the Union of Vermont, Kentucky, and Tennessee.

Assumption of war debts of the states by the Federal Government.

Establishment of the National Mint.

Chartering of the Bank of the United States in 1791. This undertaking was sponsored by Alexander Hamilton.

The Whisky Rebellion (1794). Congress placed a tax on the manufacture of whisky. The people of western Pennsylvania rebelled. Washington called out the militia and easily put down the rebellion, thus vindicating the power of the Federal Government.

Victory over Indians by General Anthony Wayne at Fallen Timbers, August 20, 1794, after defeats of other generals in previous years.

Retirement of Jefferson from the Cabinet. Influence of Hamilton. Hamilton was the leader of the Federalist party which favored a strong central government with a loose interpretation of the Constitution. Jefferson was the leader of the Democratic-Republican party which believed in a strict interpretation of the Constitution and the keeping of most powers of government by the states. Washington did not want any political parties at all.

- 1796 September 19. Farewell Address to the Country. Retired to Mount Vernon. Washington's refusal to accept a third term as president. Established a precedent that has not since been violated. He had accepted a second term only as a matter of duty.

- 1798 The prospect of a war with France led to his appointment as Commander-in-Chief of the National Army.

- 1799 December 12. Caught cold from exposure.

- 1799 December 14. Died. Age 67 years.

Widely mourned in Europe. Armies of France and the Channel fleet in Great Britain did homage to his memory.

Personal Facts:

Washington was 6 ft. 2 in. in height. Had brown hair, blue eyes, large head and hands.

At his death he had 124 slaves. His will directed that they be emancipated at the death of his wife so that the Negroes of the two estates who had intermarried should not be separated.

In 1786 he expressed himself in favor of abolition of slavery by legislative authority.

Member of the Protestant Episcopal Church, but his exact creed is not known.

The term "Father of the Country" is said to have originated in an almanac printed at Lancaster, Pa., in 1789. *Washington's Relations with Catholics:*

In 1782 Washington contributed \$50 toward the erection of St. Augustine's Church in Philadelphia.

On May 27, 1787, he recorded in his diary that he attended High Mass at Old St. Mary's Church in Philadelphia. On other occasions he mentions being at Catholic Vespers.

In 1789 upon his inauguration as President he was presented with an address by the Catholics of Philadelphia. In his reply, he said:

"I presume your fellow citizens will not forget the patriotic part which you took in the accomplishment of their Revolution and the establishment of their government or the important assistance which they received from a nation in which the Roman Catholic religion is professed."

He forbade the celebration of the Anti-Catholic Guy Fawkes Day in his Army.

He was on intimate terms with such Catholics as Charles Carroll of Carrollton and the Digges family of Maryland.

CHANGING CONCEPTIONS OF WASHINGTON

(For Teachers)

I

"By such devices, was a frozen image of George Washington held up for Americans to admire, rigid with congealed virtue, ungenial, unreal, to whom from our school days up we have been paying a sincere and respectful regard, but a regard without interest, sympathy, heart — or, indeed, belief. It thrills a true American to the marrow to learn at last that this far-off figure, this George Washington, this man of patriotic splendor, the captain and savior of our Revolution, the self-sacrificing and devoted President, was a man also with a hearty laugh, with a love of the theater, with a white-hot temper . . . a constant sportsman, fox-hunter, and host. . . .

"The unfreezing of Washington was begun by Irving, but was in that day a venture so new and startling, that Irving, gentleman and scholar, went at it gingerly and with many inferential depreciations. His hand, however, first broke the ice, and today we can see the live and human Washington, full length. He does not lose an inch by it, and we gain a progenitor of flesh and blood."

— Owen Wister, *The Seven Ages of Washington*.

II

"The generation which fought the Revolution, framed and adopted the Constitution, and established the United States, was impressed with the most profound veneration, the most devoted affection, the most absolute idolatry for the hero, sage, statesman. In the reaction that came in the next generation against 'the old soldier,' who for thirty years had assumed all the honors and enjoyed all the fruits of the victory that they had won, accelerated by the division in American sentiment for or against the French Revolution, it came to be felt, as the younger generation always will feel, that the achievements of the veterans had been greatly overrated and their demigod enormously exaggerated. They thought, as English Harry did at Agincourt, that 'Old men forget: yet all shall be forgot, but they'll remember with advantages what feats they did that day.'

"The fierce attacks of the Jeffersonian Democracy on Washington, his principles, his life, and his habits, exercised a potent influence in diminishing the general respect for his abilities felt by the preceding generation; and Washington came to be regarded as a worthy, honest, well-meaning gentleman, but with no capacity for military and only mediocre ability in civil affairs. This estimate continued from the beginning of Jefferson's administration to the first of Grant's. Neither Marshall nor Irving did much during that period to place him in a proper historical light. . . .

"But in the last twenty-five years there has been a steady drift toward giving Washington his proper place in history and his appropriate appreciation as soldier and statesman. The general who never won a battle is now understood to have been the Revolution itself, and one of the great generals of history. The statesman who never made a motion, nor devised a measure, nor constructed a proposition in the convention of which he was president, is appreciated as the spirit, the energy, the force, the wisdom which initiated, organized, and directed the formation of the Constitution of the United States and the Union by, through, and under it; and therefore it seems now possible to present him as the Virginian soldier, gentleman, and planter, as a man, the evolution of the society of which he formed a part, representative of his epoch, and his surroundings, developed by circumstances into the greatest character of all time—the first and most illustrious of Americans."

—Bradley T. Johnson, *General Washington*.

III

"The real man has been so overlaid with myths and traditions, and so distorted by misleading criticisms, that . . . he has been well-nigh lost. We have the religious and statuesque myth, we have the Weems myth (which turns Washington into a faultless prig), and the ludicrous myth of the writer of paragraphs. We have the stately hero of Sparks, and Everett, and Marshall, and Irving, with all his great deeds as general and President duly recorded and set down in polished and eloquent sentences; and we know him to be very great and wise and pure, and, be it said with bated breath, very dry and cold. . . . In death as in life, there is something about Washington, call it greatness, dignity, majesty, what you will, which seems to hold men aloof and keep them from knowing him. In truth he was a difficult man to know. . . ."

"Behind the popular myths, behind the statuesque figure of the orator and the preacher, behind the general and the president of the historian, there was a strong, vigorous man, in whose veins ran warm, red blood, in whose heart were stormy passions and deep sympathy for humanity, in whose brain were far-reaching thoughts, and who was informed through his being with a resistless will."

—Henry Cabot Lodge, *George Washington*.

IV

"It takes long, however, to straighten out a national misconception. The new literature has not yet had time to take hold of the popular imagination. But when it does, and when we cease to regard the Father of our Country as a demigod, and begin to love him as a man, then Washington's Birthdays everywhere will lose their stiff, perfunctory, bloodless character, and recover the inspiring, emotional quality of the early celebrations."

—Robert Haven Schauffler, *Washington's Birthday*.

POEMS ABOUT WASHINGTON

FOR A LITTLE PUPIL

"Napoleon was great, I know,
And Julius Cæsar, and all the rest,
But they didn't belong to us, and so
I like George Washington the best."

—Anonymous.

SOMETHING BETTER

(For a Very Little Girl)

I cannot be a Washington,
However hard I try,
But into something I must grow
As fast the days go by.

The world needs women, good and true,
I'm glad I can be one,
For that is even better than
To be a Washington.

—Clara J. Denton.

THE NEW GEORGE WASHINGTON

(To be Recited by a Small Boy)

I am six years old,
And like play and fun.
I mean to grow up
Like George Washington.

So when mother said,
"Who ate all the pie?"
I spoke like a man,
And said, "It was I."

But she didn't say
She'd rather lose the pie,
And know that her boy
Would not tell a lie.

She just shut me up
Where I couldn't see,
Then sent me to bed
Without any tea.

—Anonymous.

WASHINGTON'S BIRTHDAY

'Tis splendid to live so grandly
That long after you are gone,
The things you did are remembered,
And recounted under the sun;
To live so bravely and purely,
That a nation stops on its way,
And once a year, with banner and drum,
Keeps its thought of your natal day.

'Tis splendid to have a record,
So white and free from stain
That, held to the light, it shows no blot,
Though tested and tried again;
That age to age forever
Repeats its story of love,
And your birthday lives in a nation's heart,
All other days above.

And this is Washington's glory,
A steadfast soul and true,
Who stood for his country's honor
When his country's days were few.
And now when its days are many,
And its flag of stars is flung
To the breeze in defiant challenge,
His name is on every tongue.

Yes, it's splendid to live so bravely,
To be so great and strong,
That your memory is ever a tocsin
To rally the foes of the wrong;
To live so proudly and purely
That your people pause in their way,
And year by year, with banner and drum,
Keep the thought of your natal day.
—Margaret E. Sangster.

WASHINGTON AT TRENTON

(The Battle Monument, Oct. 19, 1893)

Since ancient Time began
Ever on some great soul God laid an infinite burden—
The weight of all this world, the hopes of man.
Conflict and pain, and fame immortal are his guerdon!

And this the unfaltering token
Of him, the Deliverer—what though tempests beat,
Though all else fail, though bravest ranks be broken,
He stands unscared, alone, nor ever knows defeat.

Such was that man of men;
And if are praised all virtues, every fame
Most noble, highest, purest—then, ah! then,
Upleaps in every heart the name none needs to name.

Ye who defeated, 'whelmed,
Betray the sacred cause, let go the trust;
Sleep, weary, while the vessel drifts unhelm'd;
Here see in triumph rise the hero from the dust!

All ye who fight forlorn
'Gainst fate and failure; ye who proudly cope
With evil high enthroned; all ye who scorn
Life from Dishonor's hand, here take new heart of hope.

Here know how Victory borrows
For the brave soul a front as of disaster,
And in the bannered East what glorious morrows
For all the blackness of the night speed surer, faster.

Know by this pillared sign
For what brief while the powers of earth and hell
Can war against the spirit of truth divine,
Or can against the heroic heart of man prevail.
— Richard Watson Gilder.

From the "Commemoration Ode"

(World's Columbian Exposition, Chicago, October 21, 1892.)

WASHINGTON

When dreaming kings, at odds with swift-paced time,
Would strike that banner down,
A nobler knight than ever writ or rhyme
With fame's bright wreath did crown
Through armed hosts bore it till it floated high
Beyond the clouds, a light that cannot die!
Ah, hero of our younger race!
Great builder of a temple new!
Ruler, who sought no lordly place!
Warrior who sheathed the sword he drew!

Lover of men, who saw afar
A world unmarred by want or war,
Who knew the path, and yet forbore
To tread, till all men should implore;
Who saw the light, and led the way
Where the gray world might greet the day;
Father and leader, prophet sure,
Whose will in vast works shall endure,
How shall we praise him on this day of days,
Great son of fame who has no need of praise?

How shall we praise him? Open wide the doors
Of the fair temple whose broad base he laid.
Through its white halls a shadowy cavalcade
Of heroes moves o'er unresounding floors—
Men whose brawned arms upraised these columns high,
And reared the towers that vanish in the sky,—
The strong who, having wrought, can never die.
— Harriet Monroe.

Pale is the February sky,
And brief the midday's sunny hours;
The wind-swept forest seems to sigh
For the sweet time of leaves and flowers.

Yet has no month a prouder day,
Not even the summer broods
O'er meadows in their fresh array,
Or autumn tints the glowing woods.

For this chill season now again
Brings, in its annual round, the morn
When, greatest of the sons of men,
Our glorious Washington was born!

Amid the wreck of thrones shall live
Unmarred, undimmed, our hero's fame,
And years succeeding years shall give
Increase of honors to his name.
— William Cullen Bryant.

Where may the wearied eyes repose
When gazing on the great,

Where neither guilty glory glows
Nor despicable state?
Yes — one, the first, the last, the best,
The Cincinnatus of the West,
Whom envy dared not hate,
Bequeathed the name of Washington
To make men blush there was but one.
— Lord Byron.

From "Washington's Vow," by John Greenleaf Whittier,
read at the dedication of the Washington Arch,
at New York City, 1889.

How felt the land in every part
The strong throb of a nation's heart?
As its great leader gave, with reverent awe,
His pledge to Union, Liberty, and Law!

That pledge the heavens above him heard,
That vow the sleep of centuries stirred.
In world-wide wonder listening peoples bent
Their gaze on Freedom's great experiment.

Thank God! the people's choice was just!
The one man equal to his trust.
Wise without lore, and without weakness good,
Calm in the strength of flawless rectitude.

Our first and best — his ashes lie
Beneath his own Virginia sky.
Forgive, forget, oh! true and just and brave,
The storm that swept above thy sacred grave.

Then let the sovereign millions where
Our banner floats in sun and air,
From the warm palm-lands to Alaska's cold,
Repeat with us the pledge, a century old!

Hail, brightest banner that floats on the gale,
Flag of the country of Washington, hail!
Red are thy stripes with the blood of the brave;
Bright are thy stars as the sun on the wave;
Wrapt in thy folds are the hopes of the free.
Banner of Washington! — blessings on thee!

Traitors shall perish and treason shall fail;
Kingdoms and thrones in thy glory grow pale!
Thou shalt live on, and thy people shall own
Loyalty's sweet, when each heart is thy throne;
Union and Freedom thine heritage be.
Country of Washington! — blessings on thee!
— William S. Robinson.

WASHINGTON'S NAME IN THE HALL OF FAME

Republics are ungrateful, but ours, its best-loved son
Still keeps in memory green, and wreathes the name of Washington.
As year by year returns the day that saw the patriot's birth,
With boom of gun and beat of drum and peals of joy and mirth,
And songs of children in the streets and march of men-at-arms,
We honor pay to him who stood serene 'mid war's alarms;
And with his ragged volunteers long kept the foe at bay,
And bore the flag to victory in many a battle's day.

We were a little nation then; so mighty have we grown
That scarce would Washington believe to-day we were his own.
With ships that sail on every sea, and sons in every port,
And harvest-fields to feed the world, wherever food is short,
And if at council-board our chiefs are not discreet and wise,
And if to great estate and high, our farmers' lads may rise,
We owe a debt to him who set the fashion of our fame,
And never more may be forgot our loftiest hero's name.

Great knightly soul who came in time to serve his country's need,
To serve her with the timely word and with the valiant deed,
Along the ages brightening as endless cycles run
Undimmed and gaining luster in the twentieth century's sun,
First in our Hall of Fame we write the name all folk may ken,
As first in war, and first in peace, first with his countrymen.
— Margaret E. Sangster.

GEORGE WASHINGTON

This was the man God gave us when the hour
Proclaimed the dawn of Liberty begun;
Who dared a deed, and died when it was done,
Patient in triumph, temperate in power—
Not striving like the Corsican to tower
To heaven, nor like great Philip's greater son
To win the world and weep for worlds unwon,
Or lose the star to reveal in the flower.
The lives that serve the eternal verities
Alone do mold mankind. Pleasure and pride
Sparkle awhile and perish, as the spray
Smoking across the streets of cavernous seas
Is impotent to hasten or delay
The everlasting surges of the tide.

— John Hall Ingham.

MOUNT VERNON, THE HOME OF WASHINGTON

The following lines were written on the back of a picture at Mount Vernon:

There dwelt the Man, the flower of humankind,
Whose visage mild bespoke his nobler mind.

There dwelt the Soldier, who his sword ne'er drew
But in a righteous cause, to Freedom true.

There dwelt the Hero, who ne'er killed for fame,
Yet gained more glory than a Caesar's name.

There dwelt the Statesman, who, devoid of art,
Gave soundest counsels from an upright heart;

And, O Columbia, by thy sons caressed,
There dwelt the Father of the realms he blessed;
Who no wish felt to make his mighty praise,
Like other chiefs, the means himself to raise;
But there retiring, breathed in pure renown,
And felt a grandeur that disdained a crown.

— William Day.

WASHINGTON'S SAYINGS

1. *Providence* — "The determinations of Providence are always wise, often inscrutable; and, though its decrees appear to bear hard upon us at times, is nevertheless meant for gracious purposes."

2. *Protection of the Almighty* — "I consider it an indispensable duty to close this last solemn act of my official life, by commending the interests of our dearest country to the protection of Almighty God, and those who have the superintendence of them to his holy keeping."

3. *Vital religion* — "I shall always strive to prove a faithful and impartial patron of genuine, vital religion."

4. *God* — "It is impossible to reason without arriving at a Supreme Being."

5. *Religion and government* — "True religion affords government its surest support."

6. *Conscience* — "Conscience again seldom comes to a man's aid while he is in the zenith of health, and revelling in pomp and luxury upon illgotten spoils. It is generally the last act of his life, and comes too late to be of much service to others here, or to himself hereafter."

7. *Conscience* — "Labor to keep alive in your breast that little spark of celestial fire called Conscience."

8. *Church going* — "That the troops may have an opportunity of attending public worship, as well as take some rest, after the great fatigue they have gone through, the General in future, excuses them from fatigue duty on Sunday (except at the Ship Yards, or special occasions,) until further orders."¹

9. "To be prepared for war is one of the most effectual means of preserving peace."

10. "There can be no greater error than to expect or calculate upon real favors from nation to nation."

11. "The propitious smiles of Heaven can never be expected

¹The above taken from Pamphlets 1 to 40, *Honor to George Washington*, edited by Dr. Albert Bushnell Hart, published under direction of U. S. George Washington Bicentennial Commission, Washington, D. C.

on a nation that disregards the eternal rules of order and right which Heaven itself has ordained."

12. "If there was the same propensity in mankind for investigating the motives, as there is for censuring the conduct of public characters, it would be found that the censure so freely bestowed is oftentimes unmerited and uncharitable."

13. "There is no truth more thoroughly established than that there exists in the economy and course of nature an indissoluble union between virtue and happiness, between duty and advantage, between the genuine maxims of an honest and magnanimous policy and the solid rewards of public prosperity and felicity."

14. "Against the insidious wiles of foreign influence, the jealousy of a free people ought to be constantly awake."

15. "It is our true policy to steer clear of permanent alliances with any portion of the foreign world."

16. "The great rule of conduct for us in regard to foreign nations is to have with them as little political connection as possible."

17. "The name American must always exalt the just pride of Patriotism."

18. "To the efficacy and permanency of your union a government for the whole is indispensable."

19. "Every attempt to alienate any portion of our country from the rest should be indignantly frowned upon."

20. "Let us impart all the blessings we possess, or ask for ourselves, to the whole family of mankind."

21. "'Tis substantially true that virtue or morality is a necessary spring of popular government."

22. "It is incumbent upon every person of every description to contribute to his country's welfare."

23. "It would be repugnant to the vital principles of our government virtually to exclude from public trusts, talents and virtue, unless accompanied by wealth."

24. "I have never made an appointment from a desire to serve a friend or relative."

25. "Labor to keep alive in your breast that little spark of celestial fire, conscience."

26. "Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rivalry, interest, humor, or caprice?"

MONUMENTS TO GEORGE WASHINGTON

The name of Washington has been immortalized in every state in the Union: four hundred and twenty-two cities and towns throughout the country bear his name. The National Capital is—Washington. One of the most important states in the Union honors his name. There is a "Washington School" in practically every city. Every type of memorial has been called Washington:

National Capital	Highway	Parks
Cities and Towns	Parkway	Bridges
Schools	Military Post	Monuments
Mountain	Several universities	Shrines

Bicentennial Memorials Planned by the Federal Government

1. A commemorative George Washington medal.
2. Twelve postage stamps, each bearing a different portrait of Washington painted from life.
3. A new quarter dollar bearing the image of Washington to replace the present regular issue of 25-cent pieces.
4. An exhibition of fine arts, including sculpture, paintings and relics related to Washington and his time.
5. The first complete edition in 25 volumes of everything Washington ever wrote. "No other American has left so extensive and important a body of public and private papers."
6. The restoration of Wakefield, his birthplace in Virginia, at a cost of fifty thousand dollars.
7. The Mount Vernon Highway from Washington, D. C., along the Virginia shore of the Potomac River to Mount Vernon.
8. A George Washington Memorial Parkway.

9. Arlington Memorial Bridge.

10. The Colossal Sculpture by Gutson Borglum on Mount Rushmore in the Black Hills. The face of Washington, along with those of Jefferson, Lincoln, and Roosevelt, are being carved there in sheer granite to the proportion of men 465 feet high. It has been estimated that these heroic figures on the mountain will last from half a million to a whole million years. These are the only memorials of the kind on the Western Hemisphere. Borglum, the great sculptor says: "A monument's dimensions should be determined by the importance to civilization of the events commemorated. The dimensions of the national heartbeats are great. . . . Let us place there, carved high, as close to heaven as we can, the words of our leaders, their faces, to show posterity what manner of men they were. Then breathe a prayer that these records will endure until the wind and the rain alone shall wash them away."

THE MANY-SIDED WASHINGTON

"After all, the most fascinating facts about Washington are not those concerned with his public achievements, but with the man himself—the many-sided Washington. His versatility challenges us, for he was an exceptional farmer, a good business man, explorer, engineer, a founder of corporations, an organizer of armies, a great commander, a great president, and a great statesman."—*Albert B. Hart.*

CHARACTERISTICS OF WASHINGTON

Faith. "But if you would know the depth and the intensity of the divine fire that burned within his breast, you must go back to the dark and icy days of Valley Forge."—*Van Dyke.*

Courage. "Courage, physical and moral, was a part of his nature; and, whether in battle or in the midst of popular excitement, he was fearless of danger and regardless of consequences to himself."—*Sparks.*

Fortitude. "To Washington, no duty, however obscure, was unimportant, and no deviation from duty, however trifling, was possible."—*George F. Hoar.*

Loyalty. "For the sake of the country which he loved, he suffered innumerable hardships, was stung by ingratitude and hurt by slander, but he stood firm in his loyalty to the cause he had espoused, and was faithful to the end."—*William Barton.*

"High in the firmament of human destiny are set the stars of faith in manhood and unselfish courage, and loyalty to the ideal; and while they shine, the Americanism of Washington and the men who stood with him shall never, never die."—*Van Dyke.*

Determination. Washington surmounted all difficulties to reach the goal. "Having announced his opinions and conclusions, he set out to put them into concrete results. Washington spent no time in proclaiming his own virtues; he was too busy being virtuous."—*Hedges.*

Magnanimity. "I see it in the generosity with which he praised the achievements of his associates, disregarding jealous rivalries, and ever willing to share the credit of victory as he was to bear the burden of defeat. Washington never worried about whether other men appreciated him. He tried to have them appreciate the Republic."—*Van Dyke.*

Humility. "The true test of a man is this: Has he labored for his own interest or for the general welfare? Has he earned his money fairly or unfairly? Does he use it greedily or generously? What does it mean to him—personal advantage over his fellow men, or a personal opportunity of serving them?"—*Van Dyke.*

Self-Control. "His passions were strong, and sometimes they broke out in vehemence, but he had the power of checking them in an instant. Perhaps self-control was the most remarkable trait of his character."—*Sparks.*

Leadership. "The British could and did repeatedly beat the Continental Army, but they could not beat the General, and

INSCRIPTION AT MOUNT VERNON

"Washington, the brave, the wise, the good,
Supreme in war, in council, and in peace.
Valiant without ambition, discreet without fear,
Confident without presumption.

In disaster calm; in success, moderate; in all,
himself.

The hero, the patriot, the Christian.

The father of nations, the friend to mankind,
Who, when he had won all, renounced all, and
sought

In the bosom of his family and of nature,
Retirement, and in the hope of religion, immortality."

so long as he was in the field, there was a rallying ground for whatever fighting spirit there was."—*Paul Ford.*

Judgment. "One can hardly overestimate the importance of Washington's personal character upon the life of his country. His wisdom and courage, his simple integrity, his tact and forbearance, his dignity and manliness, his purity and magnanimity of soul, exalted the Nation."—*McLaughlin.*

"He never acted on the impulse of an absorbing or uncalculating enthusiasm, and he valued very highly fortune, position, and reputation; but at the command of duty he was ready to risk and sacrifice them all."—*Lecky.*

Honor. "He was in the highest sense of the words a gentleman and a man of honor, and he carried into public life the severest standard of private morals."—*Lecky.*

Balance. "He had a weighing and balancing mind. His intellect was like a pair of accurately adjusted scales. He did not often, especially in civil affairs, originate policies. But he listened carefully and patiently to every counsel, and then brought it in the end to the sure test of his own unerring judgment."—*Van Dyke.*

Wisdom. "He had neither precedent nor predecessor to help him. He welded the scattered, and at times antagonistic, colonies into an indestructible Union, and inculcated the lessons of mutual forbearance and fraternity which cemented the states into still closer bonds of interest and sympathy."—*McKinley.*

Vision. "It is one of the qualities of great men that they seem to belong not to their own time alone, but to all ages."—*Barton.*

Integrity. "His integrity was most pure, his justice the most inflexible, I have ever known, no motives of interest, or friendship or hatred, being able to bias his decision."—*Jefferson.*

"The General is a very honest man."—*Hamilton.*

"The honestest man that ever adorned human nature."—*Ford.*

Justice. "Observe good faith and justice toward all nations, cultivate peace and harmony with all. A free, enlightened, and great nation shall give to mankind the example of a people always guided by an exalted justice."—*George Washington.*

Optimism. In four circumstances Washington always showed the temper of his steel. He was never more truly at his best than in situations which were seemingly hopeless. "Whether in the wilderness or on the battlefield, in the council chamber or in the halls of Congress, whether in jeopardy of armed foe or of treacherous colleagues, the more overwhelming the odds against him, the higher rose his courage, the more complete became his mastery over himself and those about him. Adversity only stiffened his resolution. Danger only increased his coolness or heightened his resourcefulness, and the joy of battle gave strength and steadiness to his performance."—*Saturday Evening Post, June 20, 1931.*

WHAT THE DIOCESAN SUPERINTENDENT MIGHT DO

1. Keep the Bicentennial before the teachers of the diocese.
2. Issue bulletins for all teachers within the diocese. Include items and exchange ideas on ways of celebrating.
3. Send to your teachers suggestive book lists and the names of plays, pageants, and special music.
4. Promote oratorical, essay, and declamation contests.
5. Help organize a Speaker's Bureau.
6. Interest local citizens in offering prizes for posters, scrap-books, and art exhibits.
7. Coördinate the activities within the schools.
8. Use every avenue — bulletins, teachers' meetings, and programs to disseminate information on the Bicentennial and the way it is to be handled in your diocese.
9. Check flags, Washington's pictures, busts, etc., in all the schools. See that new ones are provided where necessary.
10. Give newspapers the stories of the activities within your schools.

TEACHERS' HELPS

1. Plays, dramas, tableaux, and patriotic music.
2. Learning impressive poetry and prose, and attempting original lines.
3. *Hunt new stories about Washington and new interpretations of old stories.* His playmates, pastimes, amusements, athletics, talks, school days, home life, his rules on civility, his disappointments and ambitions — all will bring him near the individual student.
4. George Washington scrapbooks would offer an interesting project to individual students or to classes. They could include interesting poems and articles written by the student or found in magazines and newspapers. Many students will want to decorate these books with drawings, illustrations, and pictures.
5. Art and poster projects.
6. Have students make bibliographies and provide a George Washington bookshelf.
7. Study Washington's "Rules of Civility."
8. Direct their study of the characteristics that made Washington a great man. An outline picture or chart of the information gained might be made in this form:

Washington

Qualities:

1. Self-control Instance or example.
2. Loyalty to ideals Instance or example.

9. Sand-table project:

- a) Reconstruct Mount Vernon.
- b) Take an imaginary trip to the National Capital. Let various committees arrange the various phases of the journey — side trips, public buildings, historical spots, and short talks on memorials.

10. Organize George Washington clubs.

11. Give a Colonial Party.

12. Add to the bookshelf or library appropriate new books dealing with the man and also the time in which he lived.
13. Secure new flags, pictures, or books.

Suggested Flag Program:

- a) Presentation speech by a member of the class.
 - b) Acceptance by the principal.
 - c) The story of the flag, stressing Washington's part in securing it.
 - d) Flag Salute and Oath of Allegiance.
 - e) National Anthem.
- (A rededication service can be planned in rooms that already have flags.)

14. Foster interest in declamation contests. The commission suggests the following readings as most suitable for this work:

- a) *Washington's Birth*, by Margaret Sangster.
- b) *Under the Elm*, by James Russell Lowell.
- c) Extracts from the Farewell Address.
- d) *The Rules of Civility*.
- e) *Centennial Birthday of Washington*, by Daniel Webster.

WASHINGTON BOOKS

George Washington

By Thora Thorsmark. 293 pp. illustrated. Cloth, 80 cents; paper, 52 cents. Scott, Foresman and Co., Chicago, Ill.

This book will prove helpful to teachers who are preparing material for a study of Washington and to high-school students. The author's purpose has been to present a side of Washington sometimes neglected in the light of his brilliant military achievements; namely, the personal characteristics that made him the outstanding figure in a generation of great men. Original sources have been studied for facts. Washington's statesmanship, his career as president, and his home life are each the subject of one or more chapters.

Washington Anniversary Programs

By Alma Laird. 167 pp. Noble and Noble, New York City, 1931.

Complete George Washington Anniversary Programs, edited and compiled by Alma Laird, contains for each of the eight grades in the elementary school, material for a program within the range of the child's ability and intelligence. A program of six or more numbers is presented for each grade, with three additional suggestions if it is desired to lengthen the program. These programs consist of tributes to Washington, quotations about Washington, little scenes in costume, a running commentary on Washington's life told by children of different grades, a spelling out of the name of Washington with comments appropriate for each letter, little dialogues, little plays, poems, dances, and music.

Even if the particular material in the book is not used, it will be very suggestive as to ways programs might be made up, and students may themselves find in it very good suggestions for presenting the same material in widely different forms.

George Washington the Man

By Henry Cabot Lodge. Illustrated, 94 pp., cloth, 44 cents; bristol board, 28 cents. Houghton Mifflin Co., Boston, Mass.

This is a reprint of the final chapter in Lodge's well-known biography of Washington.

Stories About George Washington

By Frances Jenkins Olcott, with a selection of famous poems. 60 pp., bristol board, 28 cents. Houghton Mifflin Co., Boston, Mass. These stories and poems are intended for intermediate grades.

OFFICIAL PUBLICATIONS

The following publications are available to teachers from the United States George Washington Bicentennial Commission. Copies will be sent only to teachers. Supplies of publications will not permit filling requests of pupils.

"Honor to George Washington" series consists of illustrated pamphlets prepared by Prof. Albert Bushnell Hart, eminent Harvard historian. These pamphlets, originally issued separately (36 to 40 pages), are now being organized into volumes, each volume containing four pamphlets. They will be sent free upon application.

Volume I

Frontier Background of Washington's Career
Washington the Man of Mind
Tributes to Washington
Washington the Farmer

Volume II

Washington as a Religious Man
 Washington the Colonial and National Statesman
 Washington and the Constitution
 Washington as President

Volume III

Washington as Proprietor of Mount Vernon
 Washington the Military Man
 Washington the Traveler
 Washington the Business Man

Volume IV

Washington as Engineer and City Builder
 Washington's Home and Fraternal Life
 Race Elements in Washington's Time
 Classified Washington Bibliography

The teacher interested in plays or pageants may obtain from the Commission a pageant or play catalog. This gives information about the eighteen plays and pageants which have been written and which will be available to teachers. One of these, *Childhood Days in Washington's Time*, has been especially written for grade-school students and was given a successful tryout in Washington (D.C.) schools last spring.

For above publications, address, George Washington Bicentennial Commission, Washington Building, Washington, D. C.

WASHINGTON'S RULES OF CIVILITY

Show not yourself glad at the misfortune of another, though he were your enemy.

When you see a crime punished you may be inwardly pleased; but always show pity to the suffering offender.

Superfluous compliments and all affectation of ceremony are to be avoided, yet, where due, they are not to be neglected.

Do not express joy before one sick or in pain, for that contrary passion will aggravate his misery.

When a man does all he can, though it succeed not well, blame not him that did it.

Be not hasty to believe flying reports to the disparagement of any.

In your apparel be modest, and endeavor to accommodate Nature, rather than to procure admiration; keep to the fashion of your equals.

Associate yourself with men of good quality, if you esteem your own reputation; for 'tis better to be alone than in bad company.

Speak not injurious words neither in jest nor in earnest; scoff at none, although they give occasion.

Gaze not at the marks or blemishes of others, and ask not how they came. What you may speak in secret to your friend, deliver not before others.

Nothing but harmony, honest industry, and frugality are necessary to make us a great people. First impressions are generally the most lasting. It is therefore absolutely necessary, if you mean to make any figure upon the stage, that you should take the first steps right.

Let your heart feel for the afflictions and distresses of everyone, and let your hand give in proportion to your purse; remembering always the widow's mite, but that it is not everyone who asketh that deserveth charity; all, however, are worthy the inquiry, or the deserving may suffer.

I consider storms and victory under the direction of a wise Providence, Who, no doubt, directs them for the best purposes, and to bring round the greatest degree of happiness to the greatest number.

Happiness depends more upon the internal frame of a person's mind, than on the externals in the world.

To see plants rise from the earth and flourish by the superior skill and bounty of the laborer, fills a contemplative mind with ideas which are more easily to be conceived than expressed.

To constitute a dispute there must be two parties. To understand it well, both parties and all the circumstances must be fully heard; and to accommodate differences, temper and mutual forbearance are requisite.

Idleness is disreputable under any circumstances; productive of no good, even when unaccompanied by vicious habits.

Economy in all things is as commendable in the manager as it is beneficial and desirable to the employer.

Every man who is in the vigor of life ought to serve his country in whatever line it requires, and he is fit for.

Rise early, that by habit it may become familiar, agreeable, healthy, and profitable. It may, for a while, be irksome to do this, but that will wear off; and the practice will produce a rich harvest forever thereafter, whether in public or in private walks of life.

To be prepared for war is one of the most effectual means of preserving peace.

The propitious smiles of Heaven can never be expected on a nation that disregards the eternal rules of order and right which Heaven itself has ordained.

There is no truth more thoroughly established than that there exists in the economy and course of nature an indissoluble union between virtue and happiness, between duty and advantage, between the genuine maxims of an honest and magnanimous policy and the solid rewards of public prosperity and felicity.

Against the insidious wiles of foreign influence the jealousy of a free people ought to be constantly awake.

It is our true policy to steer clear of permanent alliances with any portion of the foreign world.

The great rule of conduct for us in regard to foreign nations is to have with them as little political connection as possible.

There can be no greater error than to expect or calculate upon real favors from nation to nation.

Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rivalry, interest, humor, or caprice?

The name *American* must always exalt the just pride of Patriotism.

To the efficacy and permanency of your union a government for the whole is indispensable.

Every attempt to alienate any portion of our country from the rest should be indignantly frowned upon.

Let us impart all the blessings we possess, or ask for ourselves to the whole family of mankind.

'Tis substantially true that virtue or morality is a necessary spring of popular government.

It is incumbent upon every person of every description to contribute to his country's welfare.

It would be repugnant to the vital principles of our government virtually to exclude from public trusts, talents and virtue, unless accompanied by wealth.

I have never made an appointment from a desire to serve a friend or relative.

Labor to keep alive in your breast that little spark of celestial fire, conscience.

Every action done in company, ought to be with some sign of respect, to those that are present.

In the presence of others sing not to yourself with a humming noise, nor drum with your fingers or feet.

Speak not in an unknown tongue in company but in your own language and that as those of quality do and not as the vulgar; sublime matters treat seriously.

Undertake not what you cannot perform but be careful to keep your promise.

When you speak of God or His attributes, let it be seriously and with reverence. Honor and obey your natural parents although they be poor.

WASHINGTON'S OPINIONS

To the Inhabitants of the Island of Bermuda

"While we are contending for our own liberty, we should be very cautious not to violate the rights of conscience in others, ever considering that God alone is the judge of the hearts of men, and to Him only they are answerable."

Extracts from a Circular Letter Addressed to the Governors of All the States on Disbanding the Army, Newburgh, June 8, 1783

"I now make it my earnest prayer that God would have you and the state over which you preside in His holy protection, that He would incline the hearts of the citizens to cultivate a spirit of subordination and obedience to the government; to entertain a brotherly affection and love for one another and for their fellow citizens of the United States at large, and particularly for their brethren who have served in the field, and finally that He would most graciously be pleased to dispose us all to do justice, to love mercy, and to demean ourselves with that charity, humility, and pacific temper of mind, which were the characteristics of the Divine Author of our blessed religion, and without an humble imitation of Whose example in these things we can never hope to be a happy nation."

Washington on Slavery

"There is not a man living who wishes more sincerely than I do to see a plan adopted for the abolition of slavery; but there is only one proper and effectual mode by which it can be accomplished, and that is by legislative authority, and this as far as my suffrage will go shall never be wanting."

From a Letter, 1793

"If it can be esteemed a happiness to live in an age productive of great and interesting events, we of the present age are very highly favored. The rapidity of national revolutions appears no less astonishing than their magnitude. In what they will terminate is known only to the Great Ruler of events; and confiding in His wisdom and goodness, we may safely trust the issue to Him, without perplexing ourselves to seek for that which is beyond human ken, only taking care to perform the parts assigned to us in a way that reason and our own conscience approve."

Washington's Farewell to the Army

"Little is now wanting to enable the soldier to change the military character into that of a citizen, but that steady and decent behavior which has distinguished not only the army under this immediate command, but the different detachments and separate armies through the course of the war. To the various branches of the army the general takes this last and solemn opportunity of professing his inviolable attachment and friendship. He can only again offer in their behalf his recommendations to their grateful country and his prayers to the God of armies. May ample justice be done them here, and may favors, both here and hereafter, attend those who, under the divine auspices, have secured innumerable blessings for others!"

"With these wishes and this benediction the commander-in-chief is about to retire from service. The curtain of separation will soon be drawn, and the military scene to him will be closed forever!"

WASHINGTON'S FAREWELL ADDRESS

To the People of the United States, September 17, 1796

"To the efficacy and permanency of your Union, a Government for the whole is indispensable. No alliances, however strict, between the parts can be an adequate substitute, they must inevitably experience the infractions and interruptions, which all alliances in all times have experienced. Sensible of

this momentous truth, you have improved upon your first essay, by the adoption of a Constitution of Government better calculated than your former for an intimate Union and for the efficacious management of your common concerns. This Government, the offspring of our own choice, uninfluenced and unawed, adopted upon full investigation and mature deliberation, completely free in its principles, in the distribution of its powers, uniting security with energy, and containing within itself a provision for its own amendment, has a just claim to your confidence and your support. Respect for its authority, compliance with its laws, acquiescence in its measures, are duties enjoined by the fundamental maxims of true Liberty. The basis of our political systems is the right of the people to make and to alter their Constitutions of Government. But the Constitution which at any time exists, till changed by an explicit and authentic act of the whole people, is sacredly obligatory upon all. The very idea of the power and the right of the people to establish Government presupposes the duty of every individual to obey the established Government.

"Of all the dispositions and habits, which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens. The mere politician, equally with the pious man, ought to respect and to cherish them. A volume could not trace all their connections with private and public felicity. Let it simply be asked, Where is the security for property, for reputation, for life, if the sense of religious obligation desert the oaths, which are the instruments of investigation in courts of justice? And let us with caution indulge the supposition that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect, that national morality can prevail in exclusion of religious principle.

"It is substantially true, that virtue or morality is a necessary spring of a popular Government. The rule, indeed, extends with more or less force to every species of free Government. Who, that is a sincere friend to it, can look with indifference upon attempts to shake the foundation of the fabric?"

"Promote then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a Government gives force to public opinion, it is essential that public opinion should be enlightened.

"Against the insidious wiles of foreign influence (I conjure you to believe me, fellow citizens), the jealousy of a free people ought to be constantly awake; since history and experience prove that foreign influence is one of the most baneful foes of Republican Government. But that jealousy to be useful, must be impartial; else it becomes the instrument of the very influence to be avoided, instead of a defense against it. Excessive partiality for one foreign nation, and excessive dislike of another, cause those whom they actuate to see danger only on one side, and serve to veil and even second the arts of influence on the other. Real patriots, who may resist the intrigues of the favorite, are liable to become suspected and odious; while its tools and dupes usurp the applause and confidence of the people to surrender their interests.

"I have already intimated to you the danger of parties in the state, with particular reference to the founding of them on geographical discriminations. Let me now take a more comprehensive view, and warn you in the most solemn manner against the baneful effects of the spirit of party, generally.

"This spirit, unfortunately, is inseparable, from our nature, having its root in the strongest passions of the human mind. It exists under different shapes in all governments, more or less stifled, controlled, or repressed; but, in those of the popular form, it is seen in its greatest rankness, and is truly their worst enemy.

"The alternate domination of one faction over another,

sharpened by the spirit of revenge, natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism. But this leads at length to a more formal and permanent despotism. The disorders and miseries, which result, gradually incline the minds of men to seek security, and repose in the absolute power of an individual; and sooner or later the chief of some prevailing faction, more able or more fortunate than his competitors, turns his disposition to the purposes of his own elevation, on the ruins of Public Liberty.

"Without looking forward to an extremity of this kind (which nevertheless ought not to be entirely out of sight), the common and continued mischiefs of the spirit of party are sufficient to make it the interest and duty of a wise people to discourage and restrain it.

"It serves always to distract the public councils, and enfeeble the public administration. It agitates the community with illfounded jealousies and false alarms; kindles the animosity of one party against another; foment occasionally riot and insurrection. It opens the door to foreign influence and corruption which find a facilitated access to the Government itself through the channels of party passions. Thus the policy and the will of one country are subjected to the policy and will of another.

"There is an opinion, that parties in free countries are useful checks upon the administration of the Government, and serve to keep alive the spirit of Liberty. This, within certain limits, is probably true; and in Governments of a Monarchical cast, Patriotism may look with indulgence, if not with favor, upon the spirit of party. But in those of a popular character, in Governments purely elective, it is a spirit not to be encouraged. From their natural tendency, it is certain there will always be enough of that spirit for every salutary purpose. And, there being constant danger of excess, the effort ought to be, by force of public opinion, to mitigate and assuage it. A fire not to be quenched, it demands a uniform vigilance to prevent its bursting into a flame, lest, instead of warming, it should consume."

TRIBUTES TO WASHINGTON

Delegate John Adams (1775-76)

I can now inform you that the Congress have made choice of the modest and virtuous, the amiable, generous and brave George Washington, esquire, to be General of the American Army, and that he is to repair, as soon as possible, to the camp before Boston. This appointment will have a great effect in cementing and securing the union of these colonies.

There is something charming to me in the conduct of Washington. A gentleman of one of the first fortunes upon the continent, leaving his delicious retirement, his family and friends, sacrificing his ease, and hazarding all in the cause of his country! His views are noble and disinterested. He declared, when he accepted the mighty trust, that he would lay before us an exact account of his expenses, and not accept a shilling for pay.

Representative Fisher Ames (1800)

However his military fame may excite the wonder of mankind, it is chiefly by his civil magistracy that his example will instruct them. Great generals have arisen in all ages of the world, and perhaps most in those of despotism and darkness. In times of violence and convulsion, they rise by the force of the whirlwind, high enough to ride in it, and direct the storm. . . . But such a Chief Magistrate as Washington appears like the pole star in a clear sky, to direct the skillful statesman. His presidency will form an epoch, and be distinguished as the age of Washington. Already it assumes its high place in the political region. Like the milky way, it whitens along its allotted portion of the hemisphere. The latest generations of men will survey through the telescope of history.

By Ex-President Thomas Jefferson (1814)

His mind was great and powerful, without being of the very first order; his penetration strong, though not so acute as that of a Newton, Bacon or Locke; and as far as he saw, no judgment was ever sounder. It was slow in operation, being little aided by invention or imagination, but sure in conclusion. Hence the common remark of his officers, of the advantage he derived from councils of war, where, hearing all suggestions, he selected whatever was best; and certainly no general ever planned his battles more judiciously. But if deranged during the course of the action, if any member of his plan was dislocated by sudden circumstances, he was slow in a readjustment. The consequence was, that he often failed in the field, and rarely against an enemy in station, as at Boston and York. He was incapable of fear, meeting personal dangers with the calmest unconcern. Perhaps the strongest feature in his character was prudence, never acting until every circumstance, every consideration, was maturely weighed; refraining if he saw a doubt, but, when once decided, going through with his purpose, whatever obstacles opposed. His integrity was most pure, his justice the most inflexible. I have never known, motives of interest or consanguinity, of friendship or hatred, being able to bias his decision. He was, indeed, in every sense of the word, a wise, a good, and a great man. His temper was naturally irritable and high-toned; but reflection and resolution had obtained a firm and habitual ascendancy over it. . . .

On the whole, his character was, in its mass, perfect, in nothing bad, in few points indifferent; and it may truly be said that never did nature and fortune combine more perfectly to make a man great, and to place him in the same constellation with whatever worthies have merited from man an everlasting remembrance. For his was the singular destiny and merit of leading the armies of his country successfully through an arduous war, for the establishment of its independence; of conducting its councils through the birth of a government, new in its forms and principles, until it had settled down into a quiet and orderly train; and of scrupulously obeying the laws through the whole of his career, civil and military, of which the history of the world furnishes no other example.

By Representative Henry Lee (1799)

Will you go with me to the banks of the Monongahela, to see your youthful Washington, supporting, in the dismal hour of Indian victory, the ill-fated Braddock; and saving by his judgment and his valor, the remains of a defeated army, pressed by the conquering savage foe? or, when, oppressed America nobly resolving to risk her all in defence of her violated rights, he was elected by the unanimous voice of Congress to the command of her armies?

Who is there that has forgotten the vales of Brandywine, the fields of Germantown, or the plains of Monmouth? Everywhere present, wants of every kind obstructing, numerous and valiant armies encountering, himself a host, he assuaged our sufferings, limited our privations, and upheld our tottering Republic.

Possessing a clear and penetrating mind, a strong and sound judgment, calmness and temper for deliberation, with invincible firmness and perseverance in resolution maturely formed, drawing information from all, acting for himself, with incorruptible integrity and unvarying patriotism: his own superiority and the public confidence alike marked him as the man designed by Heaven to lead in the great political as well as military events which have distinguished the era of his life.

First in war, first in peace, and first in the hearts of his countrymen, he was second to none in the humble and endearing scenes of private life: Pious, just, humane, temperate, and sincere; uniform, dignified, and commanding; his example was as edifying to all around him as were the effects of that example lasting.

To his equals he was condescending; to his inferiors kind, and to the dear object of his affection exemplarily tender. Correct throughout, vice shuddered in his presence, and virtue always felt his fostering hand; the purity of his private character gave effulgence to his public virtues. . . . Such was the man for whom our nation mourns.

By the Senate of the United States (1799)

With patriotic pride, we review the life of our Washington, and compare him with those of other countries who have been preëminent in fame. Ancient and modern names are diminished before him. Greatness and guilt have too often been allied; but his fame is whiter than it is brilliant. The destroyers of nations stood abashed at the majesty of his virtue. It reproved the intemperance of their ambition, and darkened the splendor of victory. . . . Let his countrymen consecrate the memory of the heroic General, the patriotic Statesman, and the virtuous Sage; let them teach their children never to forget that the fruit of his labors and his example, are their inheritance.

By First Consul Napoleon Bonaparte (1800)

The people who so lately stigmatized Washington as a rebel, regard even the enfranchisement of America, as one of the

events consecrated by history and past ages. Such is the veneration excited by great characters. He seems too little to belong to modern times, that he imparts to us the same vivid impressions as the most august examples of antiquity with all that they accomplished. His work is scarcely finished when it at once attracts the veneration which we freely accord to those achievements only that are consecrated by time. The American Revolution, the contemporary of our own, is fixed forever. Washington began it with energy, and finished it with moderation. He knew how to maintain it, pursuing always the prosperity of his country; and this aim alone can justify at the tribunal of the Most High, enterprises so extraordinary.

His administration was as mild and firm in internal affairs as it was noble and prudent toward foreign nations. He uniformly respected the usages of other countries, as he would desire the rights of Americans to be respected by them. Thus in all his negotiations, the heroic simplicity of the President of the United States, without elevation or debasement, was brought into communication with the majesty of kings. He sought not in his administration those conceptions which the age calls great, but which he regarded as vain. His ideals were more sage than bold; he sought not admiration, but he always enjoyed esteem, alike in the field and in the Senate, in the midst of business as in the quiet of retirement.

Washington Takes Valley Forge

Kathryn Heisenfelt

A Washington play in one act.

TIME: Early Evening, February 22.

PLACE: The Living Room in the home of Mr. and Mrs. Laurence Fulton.

CHARACTERS (as we meet them): MRS. LAURENCE FULTON; MR. LAURENCE FULTON; MRS. CHARLES RICHARDS; MYRTLE FULTON, giving the party; the following guests: CLAIRE RICHARDS (Myrtle's chum); FRANCES MORRIS, SAMMY THOMPSON, TED MOORE, HELENE STARKE, MARIAN KENYON, CARL BAXTER, LUCILLE CAREY, EVELYN FROST, TONY RICHARDS (who comes as Washington), JACK CUNNINGHAM and JAMES BARTELL (brave soldiers).

The Living Room: There are two doors, one Right Center, one Left. A small table, with a mirror hanging above it, Right. Right Center a davenport. Left a table, with telephone; two chairs.

This is the home of Mr. and Mrs. Laurence Fulton, who are this evening helping their daughter, Myrtle, to give a Costume Party for all her friends. As the curtain rises, we meet Mr. and Mrs. Fulton. They are both very likable. Mr. Fulton is comfortable on the davenport Right, reading the evening paper. Mrs. Fulton is at the table, telephoning.

MRS. FULTON: Hello, hello! Is that you Rosemary? What? — Oh! I beg your pardon! *[She hangs up hastily. To Mr. Fulton.]* Wrong number! That telephone operator needs to have her hearing treated — the service is positively dreadful! *[She rummages through the telephone book.]* Yes, I knew I was right. *[Picks up the receiver.]* Central, please give me Grand 3589 — yes, Grand 3589.

MR. FULTON: *[Turning a page]* Ho-hum!

MRS. FULTON: Laurence, how can you lounge there — with the million and one things to do! I'm sure you've read that paper from cover to cover. And here I am — all excited.

MR. FULTON: Well, I suppose I *could* set the table. *[He continues to read.]*

MRS. FULTON: *[To him.]* Oh, you're *such* a help — *[in the phone]* Hello — hello! Grand 3589? Richard's residence? Hello, that you, Rosemary? My dear, I'm swamped. I thought I had enough silver, but I need four salad forks. Salad forks — yes. Oh, will you? Thanks, ever so much. All right. Come to the front door. G'by. *[She hangs up and sighs with relief.]* Thank goodness, *that's* settled.

MR. FULTON: It's a tremendous relief, isn't it?

MRS. FULTON: *[Still seated at the table.]* Laurence Fulton, you don't even know what I was talking about. You sit there, blissfully unaware of all that's going on. The King of Spain could be coming to spend the evening, and you'd quietly read your paper.

MR. FULTON: Is he?

MRS. FULTON: Is he what?

MR. FULTON: Is the King of Spain coming?

MRS. FULTON: *[Rising and coming Center.]* Oh, Laurence!

MR. FULTON: *[Putting his paper down beside him.]* Now, listen, I know all about everything. I know the best thing for me to do is to keep out of the way. See? Quiet as a mouse. That's what I am; but I know all that's going on, just the same. You need two dozen spoons.

MRS. FULTON: *[Correcting him.]* Four salad forks.

MR. FULTON: It's all the same. Mrs. Richards is bringing them.

MRS. FULTON: Laurence, listen, please. It's half-past six. The party begins at seven.

MR. FULTON: *[Rising.]* Then I'd better start now — *[He moves Left.]*

MRS. FULTON: Laurence, remember — you promised —

MR. FULTON: *[Pausing at her Left.]* What?

MRS. FULTON: You know very well. You're to be back early to give out the prizes.

MR. FULTON: That's right. I know my stuff. The prettiest gets a pair of socks.

MRS. FULTON: No. It's only for originality. There's one prize, that's all.

[Doorbell out Center.]

MR. FULTON: There's your dozen knives. I'll be trotting. [He goes Left.]

MRS. FULTON: [Going to door Center.] Remember — come back early!

MR. FULTON: I never forget my obligations to society. [He exits Left hastily.]

[Mrs. Fulton opens the door Center, Mrs. Richards enters.]

MRS. RICHARDS: I rang the bell and walked right in.

MRS. FULTON: And you brought the forks. You're a dear, Rosemary.

MRS. RICHARDS: Is there anything else you need? If there is, just tell me.

MRS. FULTON: There isn't a thing. Come and take a peek at the table.

MRS. RICHARDS: I'd love to see it.

[Mrs. Fulton leads her Left. They remain on stage but look out Left.]

MRS. RICHARDS: How pretty. All in red and white.

MRS. FULTON: Do you like it, really?

MRS. RICHARDS: I love it. That centerpiece is beautiful. You mean to tell me you made all those cherries yourself?

MRS. FULTON: That wasn't anything. I love to do things like that. Myrtle enjoys things that are a little fussy. [Leading the way to davenport.] Let's sit down a moment. I want to get my breath before the crowd pours in. [She seats herself on davenport.]

MRS. RICHARDS: [Seating herself beside her.] Claire is quite excited. She was putting on her dress when you called. You know, I've always loved those old colonial costumes — the wigs, and the ruffles. There's something so sweet about them.

MRS. FULTON: I do too. Laurence says I'm giving this party for Myrtle just because I want to see the costumes. And, in a way, I believe he's right. By the way, is Tony coming, too?

MRS. RICHARDS: [With a sigh.] Tony! He's a problem. Claire and I made him a lovely costume — really lovely — velvet and lace — but he hates to "doll up" as he says. I guess most of the boys feel like that.

MRS. FULTON: But he'll come, won't he? We'll be so disappointed if he doesn't.

MRS. RICHARDS: Oh, he'll come — if he can tear himself away from Valley Forge long enough.

MRS. FULTON: Valley Forge?

MRS. RICHARDS: You've been so busy I didn't tell you. He had a birthday yesterday. We gave him a terrier. He just loves that dog. He named him Valley Forge. Said he was almost a Washington's Birthday dog.

MRS. FULTON: [Laughing.] It's not a common name, anyway.

MYRTLE: [Out Left.] Mother!

MRS. FULTON: That's Myrtle. I suppose she wants a little help with her dress. [Calling.] In the living room, dear.

MRS. RICHARDS: [Rising.] I'll trot along.

MRS. FULTON: Wait a moment. Just take a look at her.

[Myrtle enters Left. She wears a colonial costume of blue ruffles and a powdered wig, which is slightly crooked.]

MYRTLE: Mother — this wig — I can't — [Seeing Mrs. Richards.] Oh, hello, Mrs. Richards. Did Claire come with you?

MRS. RICHARDS: She'll be here in a moment. My, your dress is lovely, Myrtle. Just lovely. You look like a regular little old-fashioned lady.

MRS. FULTON: [Crossing Left to Myrtle.] Here, let me help you. [She presses the wig into shape.]

MRS. RICHARDS: I'll have to hurry. Your guests will be coming. I do hope you have a glorious party, Myrtle. [She goes to door Center.]

MRS. FULTON: Thank you for the salad forks. You'll be over later, won't you?

MYRTLE: Please come, Mrs. Richards — and tell Claire to hurry.

MRS. RICHARDS: I will, Bye, bye. [She goes out Center.]

MRS. FULTON: Do stand still, Honey. I'll never get this right if you don't.

MYRTLE: I can't Mother. I'm so thrilled — and excited.

MRS. FULTON: You're an old-fashioned lady now. You have to walk slowly. Be gentle and quiet.

MYRTLE: It's going to be awfully hard.

MRS. FULTON: This lace is sort of tangled. Wait a moment, now.

MYRTLE: Mother, please hurry.

MRS. FULTON: There! Now take a look at yourself in the mirror.

[Myrtle goes Right to the mirror over the console table and looks at herself.]

MYRTLE: Oh, Mother, I can't imagine. Is this really me?

MRS. FULTON: Is it really I, you mean, don't you?

MYRTLE: Oh, grammar doesn't matter on Washington's birthday, does it? Mother, it's beautiful. [Comes Center to her mother.] And I'm so happy — and grateful, Mother. The dining room is the most beautiful place I ever saw. And this costume — [She gives her mother a hug.]

MRS. FULTON: Be careful of your wig — and your dress. I know you like it, Honey. That's all I want.

[Doorbell out Center.]

MRS. FULTON: I imagine that's Claire. You do the honors. I'll go and prepare the taffy.

MYRTLE: Oh, Mother, are we going to have a taffy pull? You didn't tell me. [Going to door Center.]

MRS. FULTON: I didn't mean to. It slipped out. Have a good time now.

MYRTLE: [Goes out Center.] Just a moment, Claire.

[Mrs. Fulton picks up the newspaper on the davenport, takes the salad forks and exits Left. Myrtle and Claire enter Center, talking excitedly. Claire is also in ruffles of pink and white, with a powdered wig.]

MYRTLE: Oh, Claire, you look simply lovely. Come in quick and let me get a good look at you. Oh-h-h, it's beautiful.

CLAIRE: My dress isn't a bit nicer than yours. Oh, I like yours! Isn't it fun, having a Washington Party?

MYRTLE: Mother decorated the table just beautifully — all in red — [She stops herself.] Oh, I mustn't tell. It's to be a surprise.

CLAIRE: [Moving Left a little.] Can't I have just one little peek?

MYRTLE: [Drawing her Center.] No — not till Mother says so. But I will tell you something. We're going to have a taffy pull.

CLAIRE: That'll be gorgeous. Oh! I'm so excited.

MYRTLE: [Remembering something.] Where's Tony? He didn't come with you, did he?

CLAIRE: I was so happy, I almost forgot about Tony. You know, Mother and I made him a beautiful suit — velvet — he was supposed to be George Washington.

MYRTLE: I know but —

CLAIRE: Listen. [She leads Myrtle to the davenport.] You know that West End crowd.

MYRTLE: [Seating herself Left on davenport.] Yes, I know them — old roughnecks. They tore down our garage door Halloween.

CLAIRE: [Seating herself on Left arm of davenport.] Well, they found out about your party tonight, and they've been tagging Tony and calling him a sissy. They yelled at him that he was going to a girly dress-up party.

MYRTLE: It's not a girly party. The boys are coming, too. Our whole class is coming.

CLAIRE: [Pacifying her a little.] I know that, Myrt. But they just yelled it.

MYRTLE: I think it's mean. Washington wasn't a sissy. We're dressing the way they all did then. I think it's — awfully mean.

CLAIRE: That's what I told Tony. But, there's something else — you know Tony doesn't like to leave Valley Forge.

MYRTLE: That's silly. I don't blame him for loving that dog. I do myself. But the party won't last so very long. He could come and then go home to his dog.

CLAIRE: Boys are awfully difficult at times. Tony's afraid something might happen to Valley Forge, I guess.

MYRTLE: Well, I do hope he comes. The other boys are — and they're going to costume, too. It isn't fun if we all don't, is it?

CLAIRE: No, it isn't. But I guess Mother will get Tony into his suit and send him over. Mother can do anything.

[Doorbell out Center.]

CLAIRE: Here they come. Come on, Myrtle.

MYRTLE: Is my wig on straight? [They move to the door Center.]

CLAIRE: It's lovely. Come on. [They go out Center. There is a sound of many voices outside.]

CLAIRE: [Outside.] Come in, everybody. Hang your coat there, Sammy.

SAMMY: [Outside.] Happy birthday to you!

LUCILLE: [Outside.] You dropped your mitts, Marian.

CARL: Wait a minute, Jack.

MYRTLE: Helene, put yours there.

HELENE: Isn't this thrilling.

[All have been talking at once. They all come in Center led by Myrtle. They are all in colonial costume.]

MYRTLE: You all look simply beautiful.

TED: Don't we, though. My dad said I looked like the Lord Mayor of London!

CARL: That's nothing. Bill says I'm the Statue of Liberty. [They all laugh. Mrs. Fulton enters Left.]

MRS. FULTON: Well, well. Here we are. How are we all?

MARIAN: We're just fine, Mrs. Fulton.

HELENE: Hello, Mrs. Fulton.

CHORUS: We're all set for the party.

MRS. FULTON: [Laughing.] I should say you're all set. You look like a page out of a history book.

TED: But the boys aren't all here. Tony's not here.

LUCILLE: Jack Cunningham's not here.

EVELYN: Neither is Jimmy Bartell.

HELENE: We were to meet at my house. We waited for them, but they didn't come — so we came anyway.

CLAIRE: But Tony will come — I know he will. I hope so, anyway.

MYRTLE: Maybe the boys went over to get him.

MRS. FULTON: They'll be along soon. Now, listen everyone. We're going to judge the winning costume a little later in the evening — but now we'll have a real, old-fashioned —

MYRTLE: Taffy pull!

ALL: Taffy, taffy — we want taffy.

MRS. FULTON: There's plenty of it. But please be careful of your nice clothes. You all want to be neat for the drawing. Come, Myrtle, we'll get the taffy.

[Mrs. Fulton leads the way Left. Myrtle follows.]

CLAIRE: I'll come, too.

MYRTLE: Oh, no, you won't. No one may go into the dining room till Mother gives the word. [She laughs and goes out Left.]

HELENE: I bet it looks beautiful.

MARIAN: Mrs. Fulton always fixes things so pretty.

CLAIRE: I know it's pretty. I wanted to peek, but Myrt wouldn't let me.

CARL: Say, how do you pull taffy, anyway?

LUCILLE: Don't you know how to pull taffy?

FRANCES: Well, first of all, you wash your hands.

[They all laugh.]

SAMMY: Believe me, I washed my hands. And my ears and neck, too.

TED: So did I.

EVELYN: I bet your mothers were right there, too.

[They all laugh again.]

HELENE: Here comes the taffy. Roll up your sleeves!

[They all roll up their sleeves. Mrs. Fulton and Myrtle enter Left with newspapers and two pans of taffy.]

CARL: Hurrah, here's where I do my daily dozen!

SAMMY: That's all right to pull your share — but don't eat all of it.

[They place papers on the davenport and the table. The guests help. One pan goes on the table, one on the davenport.]

MRS. FULTON: Myrtle, I believe it would be better if we'd put it all on the table. It's hard for everyone to reach it there.

MYRTLE: All right, Mother. [She takes the taffy to the table, the others assisting.]

TED: I wish Tony was here. Believe me, he has some pull.

LUCILLE: Let's see how much muscle you have.

CLAIRE: Come on, let's start.

LUCILLE: Move over. You're squashing me!

MRS. FULTON: Now, everyone take it easy. Remember, we'll judge costumes later. [She goes out Left.]

[Each one takes a handful of taffy and pulls lustily.]

MARIAN: Oh, I nearly dropped mine!

SAMMY: There's a trick in this business. You have to hold on tight.

TED: I'll say you do. Whee! [He holds up a long strand.] Look at this!

HELENE: You'll simply have yours on the floor, Ted. Be careful.

FRANCES: When I'm all finished, I'm going to make mine into a braid.

CARL: Be careful not to get any hair in it, Fran.

FRANCES: Don't worry. I won't.

LUCILLE: Mine's getting lighter and lighter.

EVELYN: I think I'll taste mine. Just a tiny, little bite.

MARIAN: That's a good idea. Let's.

CLAIRE: Not before the party.

CARL: Why not? This makes my mouth water.

MYRTLE: But you mustn't. We'll eat it later in the evening.

TED: You mean, after all this work, I can only look at mine?

FRANCES: Well, if you're full of taffy you won't enjoy the party.

SAMMY: Ted's always full of taffy.

TED: That so?

[Mrs. Fulton enters Left. She carries a piece of waxed paper for each.]

MRS. FULTON: After while you'll all be full of taffy. Mr. Fulton is home now, and our lunch is ready.

TED: Hooray!

MYRTLE: I'll get a towel, Mother. Our hands are sticky.

MRS. FULTON: Hurry, dear.

MYRTLE: I will.

[Myrtle is going out Left as Mr. Fulton enters Left.]

MYRTLE: Wait till I get back, Daddy, before you do any judging.

[Myrtle goes out Left. Mr. Fulton crosses to davenport.]

MR. FULTON: Goodness sakes. Such a sticky-looking bunch. Is that the way Washington spent his time?

MARIAN: I guess maybe he did — when he was having fun.

MRS. FULTON: Now, here's a piece of paper for each of you. Roll your taffy in it and put it on the table.

TED: Now don't any of you take mine.

[They all take their paper and roll their taffy in it.]

LUCILLE: Nobody will. Yours looks sort of streaked.

MR. FULTON: Boys, that's the best and easiest way I know to get your hands cleaned, isn't it?

CARL: It beats soap and water all hollow.

[Myrtle enters Left with several towels. She gives one to Marian, one to Ted and one to Lucille. They all take turns in wiping their hands. Then Myrtle again takes the towels.]

MR. FULTON: [While this is going on.] Well, you're quite a spiffy-looking bunch. It's going to be tremendously difficult for me to give a prize. You all look like original prize winners to me.

TED: Say, what do you know — Tony isn't here yet.

CLAIRE: Oh, dear. I was having such a lot of fun, I almost forgot about him. I wonder where he is.

MRS. FULTON: While you're getting ready for the prizes, I'll phone your mother, Claire. [She goes to the table.]

CLAIRE: Oh, I hope nothing has happened to him.

MYRTLE: Nothing has happened. He'll be on his way. You just see.

SAMMY: Tony's not a baby. He can take care of himself.

MRS. FULTON: [In the phone.] Grand 3589. Yes, please. [To the others.] Now, just be quiet a moment. [In the phone.] Hello, this is Mrs. Fulton. Has Tony started? We're ready to give out the prize. He has? He did? How long ago?

CLAIRE: Oh, I just know something happened.

FRANCES: S-s-h. Listen.

MRS. FULTON: [In the phone.] Half an hour? Goodness, he should — No, he isn't here yet. I'm sure. Oh, they did? The boys called for him? That's funny. Well, no doubt they'll all be here any moment now. Will you come over, too? Come right away. You may see him. Yes, tell the boys to hurry. We're waiting. [She hangs up the receiver.]

TED: Did they start half an hour ago, Mrs. Fulton?

EVELYN: They should be here ages ago.

MRS. FULTON: They'll be here in a moment, I'm sure. Now, are we all spick and span?

MARIAN: We're all neat as a pin.

CARL: Look at my hands!

LUCILLE: They never were so white since you came home from the hospital this fall.

[They all laugh.]

MRS. FULTON: Give me the towels. Then you all stand in a line, and we'll wait a few minutes. I'm sure —

[There is a dreadful noise out Center. A dog's excited barking. Loud yells. Louder screams, Thumps and bumps.]

MRS. FULTON: Good Heavens! What's that. Go and see, Laurence.

MR. FULTON: Make way there. Washington to the rescue! [He cuts a path through to the door Center and exits.]

CLAIRE: That sounded like Tony's scream, and I think that was Valley Forge barking. He barks just like that.

SAMMY: All dogs bark alike, something alike anyhow.

MYRTLE: They do not. Valley Forge has a wonderful bark.

MRS. FULTON: Now, you all keep quiet. It's nothing, I'm sure. [She places the towels on the table.] Now, let's get in line. As soon as Mr. Fulton returns, we'll judge the most original costume.

[She lines them in a row back stage from left to right. But their minds are outside, wondering what's happening. There is a series of louder yells, fiercer barks, which grow louder and louder.]

All look expectantly toward the door. Mr. Fulton enters, followed by a curious trio. Tony, his Washington suit all tattered, blood on his cheeks and nose follows him, clutching Valley Forge. Next comes Jack and then James. They were originally intended to be loyal followers of Washington, but now they show evidences of a great and terrible battle. They, too, are very much soiled and tattered. Their faces and hands are badly scratched.]

[At first the watchers are too shocked for words. They all stare at the group in amazed silence. Finally Claire speaks.]

CLAIRE: Oh, TONY! Your beautiful suit.

MRS. FULTON: Gracious, boys, what happened?

[There is a chorus now: "What happened?" "What is the matter?"]

MR. FULTON: Just a moment. Let them talk. Keep quiet, everybody.

[The trio have had too fierce an experience. Their expressions are indeed in keeping. They are breathing heavily — they scowl ferociously and have only a glare for all.]

MR. FULTON: All right, Tony. Tell us about it.

[Mrs. Richards stands in the door Center unnoticed.]

TONY: [Between gasps.] They tried to get Valley Forge. They tried to take Valley Forge. But they didn't. [With fierce pride] WE got Valley Forge!

JACK: We showed them a thing or two.

JAMES: They won't try THAT for awhile.

MRS. RICHARDS: [Who, after a first look, regains her peace of mind.] Tony [She comes down to him, Center], Tony, are you hurt?

TONY: [Wiping blood from his face with his free hand.] Not a bit.

MRS. RICHARDS: Who tried to get Valley Forge?

JAMES: [Easy now in a haven of peace.] It was that West End Gang, Mrs. Richards. We were on the porch and Valley Forge followed us out.

MRS. RICHARDS: But I put him in the basement. I told you he'd be safe and warm there.

TONY: I know, But the kids wanted to see him — and I wanted to see him, too.

JACK: Then that bunch sneaked up on us. There was about ten of them. They grabbed Valley Forge.

TONY: They ran up the street, Mother. But we got him, didn't we? [With a proud look at his chums.] We got him. [He hugs the dog.] They'll never try to take Valley Forge again. I'll say they won't.

JAMES: We fixed them plenty. And can Valley Forge fight!

JACK: He's some dog.

MR. FULTON: Splendid work with Valley Forge, Washington. [He addresses Tony.] I am justly proud of you. [He looks at his wife and nods his head.]

[Mrs. Fulton nods back and goes out Left returning immediately with a package.]

MR. FULTON: Yes, I am justly proud. You have showed remarkable zeal, tremendous bravery, chivalry unsurpassed. Ladies and gentlemen, on this day we celebrate Washington's Birthday. It is my pleasure to give to whom I deem worthy, the prize for originality. Bravery is not exactly original — but decidedly so is this second Washington, who this evening has taken Valley Forge.

[Mrs. Fulton hands him the package.]

MR. FULTON: I take great pleasure in presenting the prize of the evening to Mr. Tony Richards, to be placed in such a way as to be enjoyed by his brave soldier friends, Mr. Jack Cunningham and Mr. James Bartell. [He hands Tony the prize.]

ALL: [Shout.] Hurray for Tony! Hurray for Jack! Hurray for Jimmy!

MRS. RICHARDS: I believe you are safe in putting Valley Forge on the floor, son.

TONY: [Placing Valley Forge on the floor, takes his prize.] Thanks, Mr. Fulton. Thanks, ever so much.

[Jack on one side, James on the other, he opens it.]

TONY: Gee, that's swell. That's great. Look, Jack, it's a picture of Washington.

JACK: Peachy. That's keen. Thanks, Mr. Fulton.

JAMES: We'll hang it in our club. Then we can all enjoy it. That's just what we were wishing we had.

TONY: It's a picture of Valley Forge. Washington at Valley Forge.

MR. FULTON: And quite appropriately you have won it.

MRS. FULTON: And now, shall we all go in to lunch? The party's all ready.

MR. FULTON: Come one, come all. Line up. Ladies first. [The girls go Left and make a line toward the door Left.] Gentlemen next. [The boys stand behind the girls.]

MRS. RICHARDS: [*Crossing in front and going to Mrs. Fulton at the door Left.*] If you'll please excuse the cook's assistant.

MRS. FULTON: I'm glad you didn't bring an apron, Rosemary. I have one all ready.

MRS. RICHARDS: [*Beside her.*] All trimmed with cherries, I imagine.

MRS. FULTON: That's right. It is.

MR. FULTON: [*At the end of the line extreme Right.*] Everybody ready?

ALL: We're all ready!

TONY: [*Next to Mr. Fulton.*] May I take Valley Forge in, too?

MR. FULTON: You bet you may!

MRS. FULTON: Come, Rosemary.

MR. FULTON: One moment please. We will sing as we march. What shall it be?

FRANCES: My Country 'Tis of Thee!

MR. FULTON: Frances wins with the first choice. Here we go!

[*He begins the song. All sing heartily. Mrs. Fulton leads the way, Mrs. Richards follows. The rest march out in line, singing till all are in the dining room.*]

CURTAIN

☺

A Bicentennial Poster

The poster illustrated on this page, designed by Sister M. Diomeda, O.S.F., of Duncan, Nebr., suggests an interesting project for the grade school. It commemorates the birthdays of Washington and Lincoln and adds a contribution to the Bicentennial celebration.

In the original, all the figures except the pedestals are

outlined with lead pencil on white drawing paper, properly colored, cut out, and mounted on a sheet of construction paper (dark blue is an appropriate color) 28 by 20 inches. The pedestals are cut from tan paper.

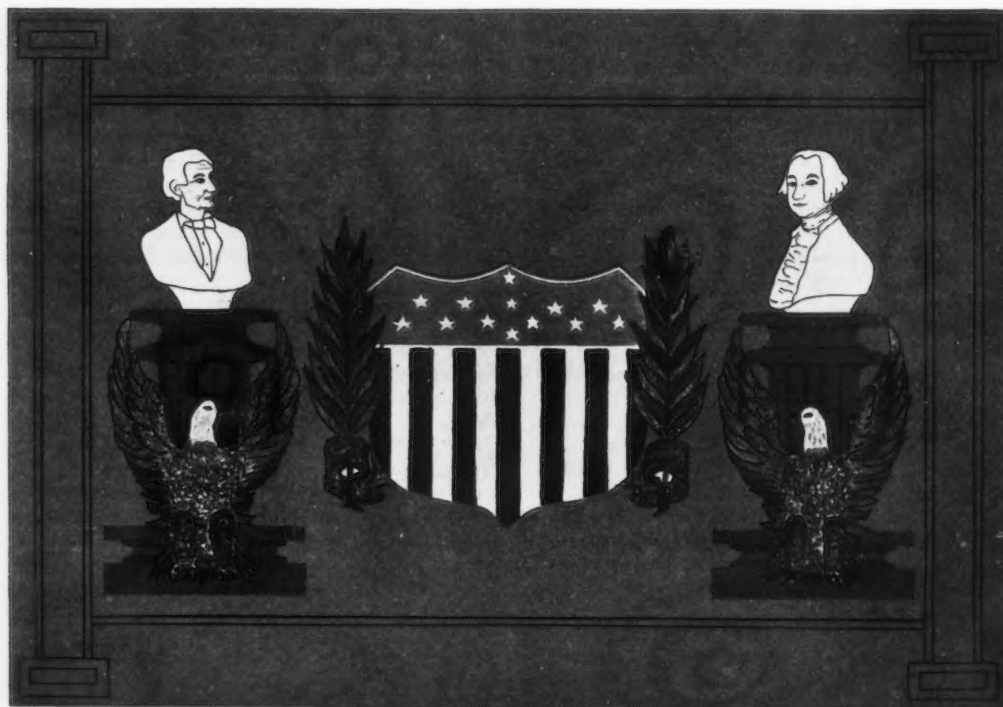
The widest part near the top of the shield is about 9 inches and the greatest height is $7\frac{1}{2}$ inches. Fold the paper in the middle, draw half of the outline, and cut out double; thus you will have a symmetrical shield and the fold will enable you to locate the middle stripe exactly. Make the 13 stripes each $\frac{5}{8}$ inch wide, locating the middle stripe first. Of course, the two outer stripes are narrower at the top and bottom due to the curved outline. The two outer and the middle stripes are colored red, the others alternately red and white. The stars are white on a blue sky.

The leaves on each side of the shield are green and the scroll under them tan. The branches are about 8 inches long with $2\frac{1}{2}$ inches as the greatest width.

The busts of Washington and Lincoln are drawn with lead pencil on white paper and left uncolored. They measure about $3\frac{1}{4}$ by $4\frac{3}{4}$ inches.

The eagles are drawn on white paper and colored gray, purple, yellow, etc., with proper shading and blending. A colored picture of an eagle, such as may be found in an encyclopedia or large dictionary, would be the best guide for this. A horizontal line, touching the top of the eagle's head, measures $5\frac{1}{2}$ inches for wing spread. The top of the eagle's head is $5\frac{1}{4}$ inches from the base line of the figure, and the tips of the wings are $7\frac{1}{2}$ inches above the base line.

The coloring, in the original, is done with crayons. Water colors may be used if the class is familiar with them.



Washington Bicentennial Poster — Designed by Sister M. Diomeda, O.S.F.

Practical Aids for the Teacher

Science Notebooks

Sister Mary Zita, S.H.M.

Every good science teacher recognizes the great importance of accurate notebook records in all scientific activities. These records, be they concise or comprehensive, should be definitely and logically arranged in order to lead the student to intelligent and efficient laboratory work and to make the ever-present and laborious task of notebook corrections easier for the teacher.

A well-planned laboratory notebook will bear evidence of the student's specific "Aims," "Procedures," "Observations," "Calculated Results," and "Discussions" combined with needed graphic representations of determined results and clear, sectional drawings of the arrangement and operation of the apparatus he used in the various experiments performed during his laboratory periods.

This due formality, so requisite for complete laboratory notebooks, must not be sacrificed to the student's scientific enthusiasm and individuality or suppress in any way his natural curiosity in the physical phenomena with which he is daily surrounded. It remains for the alert, wide-awake teacher to present the theories necessary for basic explanations in a manner best calculated to give each experiment a living, practical human aspect that will broaden the student's horizon in the realm of science and enable him to associate his own common experiences with the work in the laboratory. Through this natural approach to the subject the student's interest will be aroused and maintained and he will not become dismayed with abstract concepts and difficult computations.

To supplement this required laboratory work the student should be encouraged to observe and organize the fundamental characteristics of his environment, which is, so to speak, a veritable treasurehouse of scientific information and likewise to read and evaluate the varied and abundant material found in the numerous scientific publications. For this reason it is well to have the student keep a separate notebook, known as the "Current-Science Notebook" or "Applied-Science Notebook," distinct from the laboratory notebook wherein he may record his own discoveries and experiences in the field of applied science.

The following suggestions may prove helpful as to the form and material to be included in the written records of this notebook:

1. See that each student is supplied with a loose-leaf

binder, ruled and unruled loose-leaf paper, also graph and drawing paper.

2. Prepare "Guide Pages" labeled at the right (like a dictionary) with the names of the specific branches of science most frequently discussed in the weekly issues of current-science magazines.

3. Arrange these alphabetically, as "Astronomy," "Biology," "Chemistry," "General Science," and "Physics." This method will secure a systematic organization and prompt location of material.

4. Each week select one or two (or more, if time permits) of the topics in these magazines for concentrated effort toward collecting supplementary material for these topics.

5. Let the supplementary material be in the form of simple drawings, graphs, pictures, and clippings from newspapers and other periodicals; answers to questions, prompted by class discussions of the topics, problems solved, simple projects worked out, reports of community investigations, interviews with men and women who are skilled in some work involving practical science or some of the experiments and demonstrations performed as suggested in "My Progress Page" in the issues of *Current Science*.

6. Stress, at first, the topics that seem to arouse the greatest spontaneity in the pupils because of the close association of the topics with the subjects they are studying or because of their correlation with some

familiar or local event.

7. Stimulate the students to increased effort by posting best specimen pages, every week, on the bulletin board or award a prize to the pupil who has secured the best material or to the one whose illustrative demonstrations are the most accurate or whose designs are the most artistic or to one whose arrangement of material is most clever. Make the notebook a living reality — a true epitome of personal endeavor and contributions to the field of science in the students' own limited spheres of scientific activities.

8. An original cover design may be substituted for the binder.

9. That the pupil may not lose sight of the close relation there should be between his own notebook and the fundamental principles of topics found in the current magazines, let him give the names, pages, or numbers of the issues as a reference for his supplementary material.

Thus, at the close of the year, the student will be the proud possessor of a volume filled with the original written records of his own observations, experiences, and exploits, the fruit of proper training in scientific thinking.

A \$5 GOLD PIECE

Each month THE CATHOLIC SCHOOL JOURNAL will award a \$5 gold piece for the best article submitted to the Department of Practical Aids. Anyone is eligible to send material which will help teachers in the grades and the high school. Any article which is acceptable will be paid for at space rates. All manuscripts should be addressed to THE CATHOLIC SCHOOL JOURNAL, 407 E. Michigan Street, Milwaukee, Wis.

This is an opportunity to help your fellow teacher and to make the work of Catholic education more effective.

The Class Paper

John T. Newell, S.J.

Editor's Note. In this paper the difficult problem of motivation of compositions, and the problem of an audience is solved, in part at least, by the class paper. The technique of handling it is clearly indicated. The method is practical and should prove effective.

The judgment of one does not necessarily carry weight, but that of many does. So, the fact that not merely one but many teachers of the art of English composition are far from satisfied with the product of their instruction is significant.

The inspiration expended in class and the labor of correcting themes are largely without avail. The finished product of the student is woefully out of proportion to the labor expended by the teacher. The actual truth of this can be substantiated by an interview with the average high-school teacher, to ascertain how well the themes of his students meet with the requirements. The teacher will shrug his shoulders wearily, and begin to tell you that this is a hapless and well-nigh hopeless task. Look further up on the ladder of education. Behold the distressed and perplexed teachers of English to freshmen in college! They are puzzled and discouraged because they perceive their students to be severely lacking in an ability to write correctly in any sense, and they feel only too certain that the future will perhaps not bring much in the way of improvement.

Not all teachers meet with an equal amount of failure, for some, by fine, energetic instruction supported by careful pointing out of errors in successive themes of the student, seem to enjoy fair and occasionally splendid success.

It would be indicting the teaching profession if as a result of the manifest failure hinted at, one were to declare that it is impossible to teach the art of English composition. Since such a conclusion is obviously false, it remains to investigate where lies the defect which brings failure in teaching to write.

The means now generally employed for teaching to write seem sound, and even adequate. That they are sound as far as they go no one will deny. But there are those who claim that something remains to be done, in order that the teaching of writing may be adequate. It is the present purpose to indicate that the vital spark which will vivify the teaching of composition lies in a little-used means, quite distinct from those in service.

This means can best be explained by a contrast. How does a person learn to play the piano? Certainly, by listening to music and cultivating an appreciation for it, by learning to read notes, by acquainting himself with the mechanics of the instrument upon which he is to play, and by laborious practice until he has mastered the keys and can finger them with ease. But is that all? No, there is an incentive which keeps him at his difficult task, and which continues to prod him to become more and more skillful. It is the incentive of pleasure and applause and appreciation on the part of his audience.

But is it not true that a similar incentive to that of the pianist is lacking to practically all students of English composition? The vivifying spark of enthusiasm and success in English composition will be assured to hosts of students, who would otherwise be dismal failures or

at best but mediocre successes, only when you have furnished them an incentive such as that above.

The necessary incentive is offered to some extent by school newspapers and literary magazines which encourage the better students to write, and that at their best. But the failure under discussion is largely due to the fact that these school periodicals offer little or no incentive for the ordinary student to cultivate latent ability for expressing his thoughts.

How can the necessary impelling force be widened to include the vast army of failures? From personal experience, and from observation of others who have had the same experience, the writer suggests that the average student will really learn to write when you can assure him that what he writes will be read and appreciated by others. But how will you be able to assure the student of this? Simply by means of the class paper.

At the mention of class paper, the initiate may begin to see unpleasant visions of the labor and expense that may be entailed. So, be it said at once, that a class paper, such as will be described, is ridiculously cheap and effortless, yet assuring the all-important end of its existence.

Before delving into the mechanics of the paper, an added word about the importance of putting the student's work into print. Is it not suggestive that present-day writers assert that they did not learn to write in school, and that it was only when they began to expose their thought before the public that they acquired their facility and accuracy in self-expression? This is bound to mean only one thing for the alert teacher of writing, and that is the necessity of some kind of periodical in which the efforts of the student can appear. Will the existence of such an outlet prove the necessary incentive for the sluggish student? From the experience of those who have tried the method, the answer can only be "yes." On the contrary, if this outlet is not provided, the student will probably never acquire a proper skill in writing at school to his disadvantage in later life.

The type of paper to be considered has been made use of by several teachers within the writer's knowledge, and he has heard of its being employed by others. The paper differs from the newspaper as such, in that the print runs the width of the page. Thereby it can properly accommodate the literary articles which form a large part of its content.

First, the matter of cost and material. All that is needed is a typewriter, ordinary typewriter paper, stencils, and a mimeograph; a stylus will also prove very useful. The paper can be bought at the rate of 500 sheets for 50 cents, the stencils at 15 cents apiece or 24 for \$3.50, and a stylus for 50 cents. If the mimeograph is not available, the school should buy one; a school is lacking in proper equipment without such an article which can be put to excellent use by teachers. All the cost, when added up, can easily be met by assessing each student 5 cents per copy for the paper. This, by the way, is a sizable copy, ten to twelve sheets, printed on one side, which will carry close to 6,000 words of reading material.

What will be the chief criterion for admitting contributions into the paper? Since the purpose should be that of any newspaper, it follows that the articles should have intrinsic interest for the readers. In the abstract, a contributor must always consider whether what he is writing

will capture and hold the attention of the reader. The live topics for composition demanded as work in class or at home will be fit material. When, however, it is left purely to the writer to choose his subject, he should select only that which is vital to his readers; and surely that will consist in something about which he feels and thinks keenly. Merely the consciousness that he is writing for the instruction or entertainment of others should urge the writer to choose the right type of subject. The teacher can suggest the more common sources of news as subjects, such as events of local importance, class sports, imaginary or real interviews, etc. If the student can be stimulated to supply autobiographical incidents, they will add very much to the interest. It is advisable to post a comprehensive list of subjects on the class bulletin board. Oftentimes, under the stimulus of an audience, the boyish imagination will conjure up subjects which because of their spontaneity are better than those of the teacher's choosing. It is not necessary to appoint departmental heads for the several sections into which such a paper is ordinarily divided. Just suggest what is to be written, and give every student an equal chance to head any given department with his article. A fertile source of excellent material comes from imitation by the students of selections from classical authors. A department, of special interest, named "Books," would contain snatches of criticisms taken from book reports submitted.

The length of the article will vary with the class. In the second year of high school, for example, it is required that the weekly theme be 300 words in length, so that this would be the average length of the article to appear in print. A comparatively long article (short story or essay) can be obtained by carefully outlining it and dealing it out to the students to be written in sections of 300 words. This has been proved feasible.

The stylus, mentioned in the foregoing, can be used effectively, to give the paper a distinctive appearance. With it a permanent worth-while cover for the paper can be drawn. (One paper had depicted on its cover an exemplification of the adage of Mark Hopkins.) Then throughout the paper the stylus can embellish the individual pages with cartoons which, whether they illustrate an article or have a humorous effect, add to the excellence of the whole.

Jokes and epigrams are of advantage, if judiciously used. They do not constitute a department, but are made to fit in nicely between articles, or fill in at the bottom of the page. The joke adds spice to the page, and the epigram, while doing the same, gives food for serious thought; moreover, it suggests to the reader how to express himself tersely.

Regarding the frequency of appearance of the paper, the oftener the better — weekly if possible; each second or third week, at least. If the teacher has a good typist in his room, or is himself one, he will find it easy to put the paper out on alternate weeks. The student should help as much as possible in the printing of the paper. At the worst, the teacher could do the work himself; he has to correct the themes of the student in any event, and it would take very little longer to make the class paper his method of doing that.

A few obvious benefits of the class paper might be enumerated. Reading the more personal type of article appearing in the class organ will give the students a better

understanding of each other, take them out of themselves and make them intelligent observers of human nature. The class on account of its paper will take special pride in itself. The members will really begin to grow in confidence and power in expressing their ideas. Parents will be gratified to find their children expressing themselves well in print. The sluggards will be driven by pride to put forth their best efforts. There will be more elaborate attempts and greater pains taken in writing. Occasionally, some will be inspired to do things exceptionally fine. Finally, the real germ of talent in the class will be properly nourished and quickly and effectively developed.

A Lady Book

Sister M. Fidelis

One of the loveliest things you will do this year is to make a book dedicated to Our Lady. Assemble as much lovely material as you can to make this book as original and as complete and as artistic as possible. Our Lady will bless the work if you do it with love and ask her from time to time to help you with it.

1. Get a picture representing each of the fifteen mysteries of the Rosary.
2. Opposite or under each picture write the Gospel story of each of the fifteen mysteries of the Rosary.
3. Get a copy of *Our Lady's Date Book*. (The Queen's Work Press, St. Louis, Mo.)
4. Put the story of the Scapular in your book. You might get a picture to go with it.
5. Get the story of the Miraculous Medal.
6. Write a short explanation of each of the invocations of the Litany of Loretto.
7. What is your favorite hymn to Our Lady? Why?
8. Do you know any poems to Our Lady? Insert the one you like best.
9. Make a Madonna collection. If you can find the story connected with the painting of any of the pictures, put it under the picture.
10. Perhaps you would like to set down some definite practices or prayers that you wish to perform in honor of Our Lady each day.
11. Write to the National Council of Catholic Men, 1314 Massachusetts Ave., Washington, D. C., for Rev. Fulton Sheen's radio talk of December 27 on Our Blessed Mother.
12. Find as many eulogies of Our Blessed Lady on the part of non-Catholics as you can.

Drilling on Sequence

Sister Victoria Shea, S.C.N.

Although high-school students find the study of liturgy fascinating, a teacher must, now and then, use various plans to keep up interest and to impress certain important points. Aside from the essential parts of the Mass, many students are not familiar with the time order of the other parts, perhaps because they do not use a missal or a prayer book, or perhaps because in the larger churches, many of them are too far from the altar to follow the priest.

Before beginning the study of the Mass, which term

is often considered synonymous with Liturgy, the outline is printed on the blackboard; the Ordinary, with the white chalk; the Proper, with colored chalk. This outline is before the class while the Mass is being studied, sometimes for three or more weeks. The students know that they must master it. The following plan has proved helpful in testing the student's knowledge of the time order:

The "Slip Plan"

On a given day, each student is handed ten or more slips of paper, 1 by 5 or 6 inches. The teacher dictates six or eight of the more familiar parts of the Mass; for instance, Confiteor, Gloria, Gospel, Communion, Preface, Sanctus. The students write one part on each slip, then shift the slips into their proper places. A member of the class then reads his slips in order. Corrections are made easily by shifting the papers. Five more parts are dictated. These are shifted into place. Finally, the least familiar parts, Tract, Sequence, etc., are dictated, put in place and corrections made.

One of the chief values of the drill is the readiness with which the corrections may be made by a quick shifting of the slips. Again, the slips may be kept in an envelope—hence the stated size—and the student may test himself now and then. Notes, those necessary evils in education, are not given on these preliminary tests, but in a monthly test, the outline of the Mass may be a question. Presupposing the honesty of the students, the same slips might be used or others be provided.

Helpful in Other Subjects

The same plan has proved helpful in teaching the time relations in a novel, drama, or short story. For instance, after each student has been provided with slips of paper, the following points in the plot of *Silas Marner* might be dictated: Silas arrives at the Red House; Silas' money is stolen; Godfrey marries Nancy; Dunstan steals Silas' money; Silas comes to Raveloe to live; Eppie refuses to leave Silas for her father; Dunstan plans to sell Wildfire; Aaron and Eppie marry; Godfrey claims Eppie; Silas' money becomes his god.

After arranging the slips, according to the time order, a student reads his slips. In case of disagreement, the book is consulted. The one finding the correct answer first may be given a credit point. The attention with which the story has been read may be judged by the ability of the student to fit in proper order less important incidents in the plot.

Why not use the "Slip Plan" in studying the progress of a movement in history, for instance, the Slave Question or the Development of Political Parties? The plan seems practicable.

A Calendar Project

Fourth and Fifth Grades

Sister M. Agnita, S.S.J.

The calendar for each month may be made on paper 8 by 11 inches. Rule off about two thirds of the space for dates, allowing blocks an inch square to insert numbers. For the background, a picture depicting some phase of the life of Christ or the Blessed Virgin is to be used.

As for February, the Presentation; March, Jesus in the workshop of St. Joseph; May, an altar with Our Lady, and children with flowers. Pictures may be cut out and pasted on, or a sketch may be made with pencil or crayon, free-hand or stenciled. The story of the picture is to be told by one of the class.

Next, six or seven of the principal and interesting saints whose feasts occur during the month, are written under the date. Also a fish is drawn in the space for the Fridays and days of fasting and abstinence. The teacher now writes the names of the saints on slips of paper. Each child pulls a slip. The assignment for the next religion hour will be to read the life of the saint drawn and to reproduce it in the pupil's own words in writing, and to read it to the class. This is then attached to the back of the calendar sheet. The child tries to find a small picture of that saint, paste it in the space for the date of the feast.

The calendar is now ready to take home for the use of the parents who will enjoy reading the sketch of the Saint's life. Thus the calendar sheet should be made a month previous to its use, attached by finger clips so as to easily add month to month.

Our calendar for February will have, for a background, a picture or drawing of the Presentation. The principal saints are St. Blaise, St. Agatha, St. Scholastica, Our Lady of Lourdes, St. Valentine, Flight into Egypt, St. Matthias, St. Tarasius.

Teaching Primary Arithmetic

Eight important phases of the teaching of arithmetic are essential to a mastery of the subject and will enable any teacher to succeed in this important fundamental subject. Discussing these eight points, Miss Kathryn Fritz writes in the *Virginia Journal of Education*:

1. *To develop meanings which are fundamental to progress use concrete illustrations.* These illustrations should be drawn from the child's own experiences, activities, and projects. Have him count the objects in the room, the boys and girls, the desks, etc. In linear measure use such concrete objects as the ruler and the yardstick. For volume use the pint, the quart, and the gallon vessels. Each new fact or idea should be presented in concrete form. It pays to draw a few circles or other pictures to illustrate a point. For example, when the differences of squares, oblongs, and triangles are introduced, one should draw them on the board, cut the sizes from paper, and, if possible, have them in concrete form. These pictures help to develop meaning and create a desire to use numbers.

2. *To create interest the child must feel a need for numbers.* Activities formerly distasteful become satisfying and interesting through association with things originally interesting. In my own work a certain child showed little fondness for arithmetic but considerable interest in music. He acquired a taste for arithmetic through figuring out orders for musical instruments in the mail-order catalog. His musical interest created a need for numbers. Success and progress are further means of creating interest. The child should be led to see his progress by means of a graph of his own making. Encourage the pupil to discover new facts whenever it is reasonable to expect him to do so. This may be introduced in problem-solving.

Give the child a pint measuring can, a quart, and a gallon, and have him discover that two pints make a quart or that four quarts make a gallon.

3. *Use drill to reduce important number facts to automatic control.* The child should be led to see the reason for the drill. Simple concrete problems should precede drill on abstract numbers. Such work should never precede meaning but should follow. It must never be an end in itself but a means. In drilling upon a new set of facts or on some new step in some process absolute accuracy is for the time not only the most important but the only end sought.

4. *Provide many problem-solving situations taken from life experiences.* The problem should deal with interesting situations and should be worded in interesting, appealing language. Such work provides practice on the fundamental skills which the pupils have recently been trying to acquire. Why not have reasoning problems for the child such as, "If Mary ate one piece of toast for breakfast, Betty ate two pieces, and Bob ate one piece, how many altogether did they eat?" Such problems are life situations for children.

5. *The teacher in order to become more efficient must understand where children make mistakes in the four fundamentals.* Many of these have been found but we shall look at only a few type errors. In counting, we found one pupil who counted by one's to get any combination he did not know. He tapped with his pencil as he counted usually in groups of three. Others were found counting by two's, still others on their fingers. Some forgot to add the carried number; some added the carried number last; some retracted the work after partly done; some added carried number irregularly; there was irregular procedure in columns; and some lost their place in the column.

Errors are found in reading problems; mistakes are made in writing the answer.

In subtraction, some began at the left of the column; some did not allow for the borrowing; some failed to borrow and gave zero for the answer; and some added when they were to subtract.

In multiplication, errors were found in adding the carried number. Some made errors in adding; some carried wrong number; some omitted a digit in the multiplier.

Similar mistakes are found in division in the copying of the problems, omitting the final remainder, omitting the zero, and saying the answer backward.

6. *Each child should be encouraged to take a critical attitude toward his own work as well as toward the work of others.* Practice in giving constructive criticism with suggestions for improvement fosters the social atmosphere. On one occasion in my own work a certain pupil gave a correct response but interrupted the teacher in doing so. Immediately someone suggested that the pupil disregarded one of the rules of courtesy. This led to an agreement to keep all rules in all activities.

7. *Use games wherever practical to stimulate interest.* As to the types of games there are three — Games Proper, Imaginative Games, and Races and Contests. The following are examples: "I am Thinking of a Number" and "Pussy Wants a Corner" are games included under Games Proper. In other words, those that can be played outside of the school.

Imaginative Games are such as "Climbing the Ladder" or "Stepping Stone."

Races and contests are divided into three classes — individual races, group racing, and racing with oneself; but any method of procedure that forces or encourages the comparison of pupils of unequal ability is fundamentally bad. Group racing will counterbalance the slow and quick. Racing with oneself is the best kind of contest.

8. *Attention must be called occasionally to the definiteness of number facts.* If the teacher carefully stresses these various points, interest will follow. However, she must remember that children do not display it without reference to some subject or purpose. It is centered in an activity and displayed with enthusiasm, alertness, excitement, or complete absorption in the task.

The attitude of the new school toward freedom and self-expression on the part of the child is often misinterpreted. It does not mean allowing the child to follow out his own interests to the complete exclusion of all other activities. It does not mean "playing" all the time, though the casual onlooker may think so. The best procedure recognizes the need for providing for pupil interests in the school program and also of developing desirable interests when they are lacking. "Interest is the oil that lubricates the learning machinery."

David Eugene Smith says, "In the last quarter of a century a new spirit as to the method of presenting arithmetic has grown up. We have come to believe that a pupil in school should feel that he is living his own life naturally with a minimum of restraint and without tasks that are unduly irksome, that he should find his own way through arithmetic largely by his own spirit of curiosity; that he should be directed in arithmetic as he would be directed in any other game, not harshly driven, hardly even led, but proceeding with the feeling that he is being accompanied and that he is doing his share in finding the way."

Devices for Drill

Sister Rose of Lima, C.D.P.

The primary teacher will find these devices handy and helpful for drills in reading, phonics, or numbers.

1. Half the class sit on chairs in a semicircle. Mary stands behind Ethel's chair and Tom behind Harry's, etc. Teacher flashes card for Ethel, but Mary succeeds in pronouncing the word before Ethel; thereupon, they exchange places. Object of the game: to keep a chair.

2. Teacher draws a tree on the board. The tree is loaded with apples, which, of course, are words. Who can pick the most apples?

3. Children like to live in a make-believe world. Let them close their eyes while the teacher draws a picture of a large house on the board. The house is people with words. Teacher gives a signal that the house is on fire. Save the people! Children erase words as they call them out.

4. Draw a large barnyard and write words for animals. Who knows all the animals?

5. Teacher draws a train coach on the board. Write words for passengers. Children help the people to step off. Erase words as they are called. This game may be adapted to other subjects.

Mathematical Problems

Brother Norbert, C.S.C., A.B., M.S.

It is the purpose of this column to supply problems, not necessarily new, of varying degrees of difficulty for the interest of those engaged either in the teaching or the studying of mathematics. All readers are cordially invited to send solutions or to propose problems for solution. Credit will be given to the authors of proposed problems or solutions submitted. Address suggestions, problems, or solutions to Brother Norbert, C.S.C., A.B., M.S., St. Edward's University, Austin, Texas.

No. 7. Show that if the sum of the digits of a number is divisible by three the number is divisible by three; and if the number is even it is divisible by six.

No. 8. What is the value of x in the equation:

$$(a^2 - b^2) 2(x - 1) = (a - b) 2x(a + b) - 2$$

No. 9. Divide a triangle into two equal parts by a straight line at right angles to one of the sides.

No. 10. What will be the number of vibrations which a pendulum will gain in a given number of seconds by shortening the length of the pendulum?

No. 11. Construct a tangent to parabola parallel to a given line.

No. 12. A man is driven at the rate of A miles per hour to the railroad station which is B miles from his home. On arriving at the station, he finds that his train has left C hours before. At what rate should he have been driven, in order to have reached the station just in time for his train?

Closing the Ledger

Teaching all of the steps of closing the ledger is one of the problems of the commercial teacher during the first semester of bookkeeping. Mr. A. H. Halprin, instructor in the James Monroe High School, New York City, suggests in *High Points* the following device which he has found helpful:

After the need for ledger closing has been developed and assimilated, we *draw up* an outline of the steps to be employed to accomplish our purpose. We insist that these steps be memorized. Persistency pays. As a result, every member of the class memorizes these steps and does so thoroughly. We need not mention any "tricks of the trade" at the teacher's command to make sure that the pupil does this memorizing. This writer has never had any difficulty on this point. His pupils can give the outline forward or backward.

Here is a suggested outline. You may vary it as you see fit.

1. Set up all accruals and other items not yet on the books.

2. Close all merchandise accounts.

a) The Purchase Returns and Allowances account into the Purchase account.

b) The Sales Returns and Allowances account into the Sales account.

c) The Freight In account into the Purchases account.

d) The Merchandise Stock account (or old inventory account) into the Purchases account.

e) The Sales account into the Purchases account.

f) Set up the new merchandise Stock account (or new Inventory account).

g) The Purchases account into the Profit and Loss account.

3. Close all expense accounts (for the amount consumed) into the Profit and Loss account.

4. Close all gain accounts into the Profit and Loss account.

5. Close the Profit and Loss account into the Proprietor's personal account.

6. Close the Proprietor's personal account into the Proprietor's Capital account and balance the Capital account.

7. Reverse all accruals.

A bookkeeper who has to stop and ask himself what comes next in doing any work like this would be lost, because he would never find the time in any day to handle all the bookkeeping details of a normal day's work. He must therefore have every detail of method at his finger tips. That is why this writer insists on the memorizing of the outline given above.

Let it be clearly understood that this outline is drawn up and not merely dictated by the teacher. At the time this work is being handled every pupil has a complete set of ledger accounts in front of him as well as a trial balance and additional information.

Each step in the closing process is developed and illustrated. For example, take the Purchase Returns and Allowances account—Step 2 (a) Through a series of questions and answers referring constantly to this particular account, we develop that in order to close this account, which has a credit balance, we must debit it, and credit the account into which we close it; namely, the Purchases account. Similarly, in the case of the Sales Returns and Allowances account—Step 2 (b)—we develop that we must credit this account to close it, because it has a debit balance, and we must debit the account into which we close it; namely, the Sales account.

Every account in the ledger which requires closing is handled in a similar manner. In the first term, these closing entries are made direct in the ledger. Beginning with the second term, these entries are made first in journal form. The method is the same in either case.

Mr. Halprin suggests that this device can be developed so that the principles involved can be applied to the closing and balancing of the cash book, the balancing of any account, and posting.

For Rural Schools

Commercial subjects taught in rural high schools should be those best adapted to the experience and the economic needs of farm youth. This is the recommendation contained in the annual report of the Federal Board for Vocational Education. The youth on farms should study those commercial subjects which will be of the greatest value to them in managing farms, homes, or country stores, or as employees in offices and stores. By way of explanation, the report states further that the bookkeeping taught in these schools should be farm bookkeeping; the commercial arithmetic, farm arithmetic; the commercial geography, the geography of agricultural production; and the commercial law, civil law for the farm business manager.

*A new aid in teaching the ritual and significance
of the central act of Catholic worship*



Above: the reading of the Gospel. At right: an interpretive "vision" emphasizing the significance of this part of the Mass.



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A carefully prepared teachers' guide gives a wealth of related material—a valuable aid in giving pupils the full benefit of the educational and spiritual content of the picture. The film may be stopped at any point while desired explanations are given by the teacher.

The picture is intended primarily for teaching children in the parochial schools, but will also be useful in colleges and seminaries. A large part of the filming was done from angles not accessible to the lay worshipper—thereby substantially increasing its educational value to every institution using it.

The Sacrifice of the Mass is in two reels, and is available in both the 16- and 35-millimeter widths. The film used is of the "safety" type, requiring no projection booth or licensed operator. The narrow width is especially suited to school use, for it can be shown by any teacher, in any 16-millimeter projector. A Kodascope, Model A or Model K, is recommended. With proper care, the picture may be used for years. Prices: 16-millimeter, \$70.00 complete; 35-millimeter, \$150.00 complete. Both prices f.o.b. Rochester, N. Y. Order directly from Eastman Teaching Films, Inc., Rochester, N. Y. An attractive illustrated booklet will be sent free on request.

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A supplementary text for upper grades describing the development and present extent of the air transportation.

An Introduction to the Scientific Study of Classroom Supervision

By A. S. Barr. Cloth, 426 pages. D. Appleton and Company, New York City.

A general survey of the principles and methods of classroom supervision.

The Cleveland Plan for the Teaching of Modern Languages

By E. B. DeSauzé and Vesta Condon. Paper, 88 pages. John C. Winston Company, Philadelphia.

A presentation of the Cleveland experiment in modern language teaching and a description of the methods developed for the teaching of Spanish.

Curso Practico de Espanol Para Principiantes

By G. Cherubini and Vesta Condon. Cloth, 392 pages. The John C. Winston Company, Philadelphia.

The second edition of a book first issued in 1919. It is intended to be a complete introductory course for high-school classes.

Henry Barnard on Education

Edited by John S. Brubacher. Cloth, 308 pages. McGraw-Hill Book Company, Inc., New York City.

Selections from the writings of Barnard.

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By Charles E. Dull. Paper, 72 pages. Henry Holt and Company, New York City.

A workbook at the senior-high-school level.

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By M. W. Keatinge. Cloth, 260 pages. McGraw-Hill Book Company, Inc., New York City.

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New Books of Value to Teachers

Editor's Note. In accordance with our plan announced last month, we are presenting below a review of Professor Morrison's book. The purpose is to give an accurate idea of the book and some of its flavor. The fundamental plan of Dr. Morrison as presented by Dr. Butsch should lead you to the book for fuller comprehension and wider illustration.

The Practice of Teaching in the Secondary School

By Henry C. Morrison. Revised Edition, 1931. University of Chicago Press.

Five years ago there appeared a book which, in the opinion of many eminent educators, has had more influence on educational practice than any other work published within the present century. After passing through many printings the volume has finally appeared in a revised edition. In preparing this revision the author states that he has not found it necessary to vary in the slightest degree any of the fundamental ideas presented in the first edition. The changes consist entirely of additional evidence to support the point of view originally propounded, and of additional illustrations of the application of the fundamental principles to particular types of teaching and to particular school subjects. Since the appearance of the first edition the ideas contained therein have been adopted and tried out, at least in part, by a great multitude of teachers and administrators in public and private schools. It is significant that as the result of this widespread application and testing of the principles set forth, it has not been considered desirable to change any detail of the fundamental concepts.

Although the author himself discourages the use of any such descriptive title, the conception of education presented in this volume has come to be distinguished in the minds of educators as the "Morrison Unit Plan." In spite of the author's contention that he has merely set forth what must, in the nature of things, be the basis of all real teaching, the volume contains on almost every page a challenge to the complacent procedure of those teachers who unthinkingly follow their stereotyped techniques, living educationally from day to day, with no thought of the final educational result, or of the true aim and purpose of teaching.

The book opens by challenging the administrative stereotypes by which education is divided into elementary, high school, and college or university, on the basis of time spent. According to the author, it is possible to set up true limits to the divisions of education, based on the development of the pupil. The secondary school, with which the volume is chiefly concerned, is that period during which the student is capable of study under the supervision of the teacher. The primary period is that period in which the pupil is acquiring mastery of the fundamental tools which make study possible—the reading adaptation, the handwriting adaptation, the primary number adaptation, and the primary social adaptation. The university period is that period during which the student is capable of, and interested in, undirected study, independent of any constant control and guidance from the teacher. The principal point which is stressed is that education is not a matter of time to be spent, or of ground to be covered, but primarily of the changes made in the pupil, and of his own inner growth and development toward adjustment to the environment and intellectual independence.

The fundamental concept of the personality adaptation is the basis upon which a description of true learning products is built. The term is defined by the author in the following quotation:

The biologist makes very large use of the term, and by it he means both the process and the result of the modification of an organ, or indeed of a whole organism, so that the plant or the animal concerned is brought into a state of better adjustment to the environmental conditions which it must meet. . . . In much the same fashion, the individual human being goes through a process of adjustment to the world in which he must live; only this is learned rather than physical adjustment. In other words,

he learns how to live. The successive learnings in the process are adaptations.

The adaptation is distinguished from other notions of learning by two important characteristics—it is permanent, and it is unitary. It is permanent in that, once acquired, it can be lost only through the rise of some pathological condition which interferes with its functioning, or through being replaced by some new adaptation. It is unitary in that the individual either has it or he does not have it, and in that it cannot exist in different degrees in different individuals. Both of these qualities are obviously contrary to a commonly current conception of education. If true learning is permanent, there can be no such thing as forgetting and relearning as applied to the true learning products. If it is unitary, there can be no possible reason for distinguishing between individuals by means of grades—all that could possibly be required is a statement that the adaptation has been made. Based upon this fundamental idea of the personality adaptation, true learning is described as resulting in either a change in the attitude of the individual or in the acquisition of some special ability. The attitudes are classified as attitudes of understanding or attitudes of appreciation. In certain cases skill will be a legitimate aim of the school, although it cannot be included in the definition of adaptation, since by its very nature it does exist in different degrees, and also may be lost through disuse.

Since an adaptation is unitary, it follows that each such learning must consist of a unit, and it is from this conception of the learning unit that the popular descriptive title of the "Morrison Unit Plan" of teaching has arisen. The author has defined a learning unit as "a comprehensive and significant aspect of the environment, of an organized science, of an art, or of conduct, which being learned results in an adaptation in personality." In bringing about these unit learnings, one general technique is proposed, which is called the "mastery formula." This consists of the following steps: pretest, teach, test the result, adapt procedure, teach and test again to the point of actual learning.

Although one general technique is set up, it is obvious that to obtain the various learning products described, it will be essential to distinguish various teaching types. These have been described by the author as follows:

1. The Science Type, which has as its objective adaptations in the form of attitudes of understanding. This type is found principally in the physical, biological, and social sciences; but also in mathematics, grammar, and various other fields.
2. The Practical-Arts Type, which results in the intelligent manipulation of appliances and materials. The learning objectives may here be thought of as twofold, an attitude of intelligence or understanding toward the appliances or materials, and also a certain degree of ability or skill in their manipulation. The best examples are shop courses in manual and mechanical arts, household arts, drawing, painting, and the plastic arts.
3. The Appreciation Type, which has as its objective adaptations in the form of attitudes of appreciation. The important adjustment here is in terms of acceptance of value. This type is found in literature and the other fine arts, and also in the field of moral behavior, religion, and conduct.
4. The Language-Arts Type, which has as its purpose the development of ability adaptations in the use of any method of receiving or expressing thought or feeling in the form of continuous discourse. This type is one of the first to be applied by the child, since it is involved in learning to talk. In addition, two of the important primary-school adaptations, reading and handwriting, are examples of this type. In the secondary school, the best examples are English composition, foreign language, and musical expression.
5. The Pure-Practice Type, in which the result is in the form of ability or skill, and in which the procedure consists in pure repetition without the inclusion of any thought content. Two subtypes are described: in the first, some new

(Continued on page 20A)

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(Continued from page 18A)

ability—usually a form of neuro-muscular adjustment—is acquired; in the second, constant elements derived in other types of teaching are fixed in mind. Under the first type comes swimming and other physical or gymnastic activities, and also learning pronunciation of foreign languages. Under the second, comes spelling, and the learning of formulas and rules to the point of automatic response.

It is to be observed that the ordinary secondary-school subjects do not fall readily into a single type of teaching. In almost every case two or more types of teaching must be applied. Thus in English the language-arts type is used in teaching composition; the appreciation type is essential in bringing about appreciation of literature; the science-type is appropriate in teaching grammar; and the pure-practice type will be needed in obtaining mastery in spelling. The principal point to be kept in mind by the teacher is the necessity of determining accurately the learning product required in each case, and in avoiding the error of using the wrong procedure, which invariably results in setting up inhibitions to real learning.

The term "mastery" as applied to this conception of education has given difficulty to many readers. It is obvious that no one can completely master any subject, in the sense that he knows everything about it. The major difficulty arises when one fails to distinguish between the true learning products—the attitudes and abilities—and the subject matter or day-to-day performance which will be necessary to bring about those adaptations. The subject matter is not to be learned, but the attitude of understanding which grows out of it is to be acquired, and its acquisition constitutes mastery.

In producing the learning products involved in the various types of teaching, certain specific techniques have been built up, which appear to give the best results. The method in the science type is probably the most elaborate. Five steps have

been determined, through actual classroom experimentation, as being appropriate and necessary in bringing about the attitude of understanding.

1. Exploration, which is in the nature of a test, either oral or written, or both, to determine the background of the pupil, and to discover whether he already has the understanding or any part of it.

2. Presentation, in which the teacher imparts to the class the major essentials of the understanding which is the unit, in broad general terms, and eliminating all nonessential detail.

3. Assimilation, in which the pupil is given contact with much detailed assimilative material, in order that he may truly and completely master the unitary idea.

4. Organization, during which the pupils, working without notes or other helps, gather together the essential arguments of the unit in outline form, focusing their attention upon the unitary understanding and not primarily upon the assimilative material.

5. Recitation, in which individual pupils present the unit to the class in much the same way as the teacher presented it in the presentation. It should be noted that neither the organization nor the recitation are, in any sense, tests. Only after the test at the end of the assimilation period has revealed the presence of the attitude of understanding—or the mastery of the unit—does the class proceed to the last two steps. These last steps provide the reaction member of the learning cycle.

Although not so elaborate as in the case of the science type, the other four types of teaching all have their distinctive teaching techniques, so organized as to lead in the most effective manner to the learning products desired.

In addition to the detailed development of the ideas of which the above is a bare and totally inadequate outline, the book contains sections on control technique and administrative

(Concluded on page 23A)

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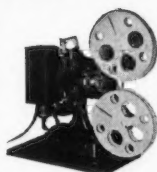
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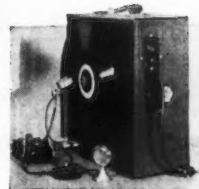
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(Concluded from page 20A)

technique. By control technique is meant the setting up of the conditions under which learning of this type can most successfully take place. Two types of control technique are described — the first resulting in sustained attention, and the second in sustained application. A measure of sustained class attention is obtained by discovering what proportion of the class is really in attention at any one time, and, cumulatively, what proportion of the time of all students in the class during the entire class period may be characterized as being devoted to attention to the class procedure. Sustained application refers to the work of the individual student in his study, and is measured similarly by discovering what proportion of this study period is actually devoted to the work in hand. The book includes valuable devices for measuring and improving both sustained attention and sustained application. In the section on administrative technique are discussed all of those administrative problems which grow out of the conception of the nature and process of education which the volume presents. Especially valuable is the brief discussion of the problem pupil.

Although the revised edition contains somewhat more illustrative material and many more examples of the applications of the fundamental ideas to particular school subjects than was found in the first edition, the teacher who opens this book with the idea that he will find a ready-made technique of teaching which can be applied with very little effort, will be disappointed. The author emphasizes throughout, the fact that here is a fundamental conception of education which differs in many essential details from that which is implicitly or explicitly accepted in many schools. Assimilative material is supplied which, if studied carefully and thoughtfully, will result in an attitude of understanding toward the fundamental conception. But the actual application of the technique to

particular subjects will be successful only if much additional thought and effort are expended in translating the fundamental conception into concrete practice. That so many teachers have succeeded in making this application is proof of the soundness of the ideas advanced. — R. L. C. Butsch.

Sister Mary John Berchmans

By Sister M. Edwin. Cloth, 254 pp., \$2.25. Gilmartin Company, San Francisco, Calif.

The life and spiritual notes of Sister Mary John Berchmans, of the Religious of the Holy Names of Jesus and Mary, are presented in this volume because, as the foreword says, "They ought not to be hidden, but published to the world, for God's honor is in them." God gave to this chosen soul a wonderful insight into the spiritual life which only a reading of the book can disclose. — E. W. R.

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By Rev. J. Berthier. Translated from the French by Rev. Sidney A. Raemers. Cloth, 378 pp. \$2.75. B. Herder Book Co., St. Louis, Mo.

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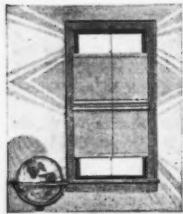
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Noah Webster's, *An American Dictionary of the English Language*, over which the author labored for 20 years, first appeared in 1828. It was the first American unabridged dictionary, although Webster had published in 1806 a small *Compendious Dictionary*.

The first edition of the *American Dictionary* in two volumes sold for \$20. It took thirteen years to sell 2,500 copies. The second edition also had a small sale. In 1847 the Merriams issued a new edition in one volume for \$6. This edition was edited by Professor Chauncey A. Goodrich, Webster's son-in-law.

The third revision, supervised by Dr. Noah Porter, was published in 1864 as *Webster's Unabridged Dictionary*. Important additions were made to this at several later dates and in 1890 *Webster's International Dictionary*, an entirely new book, was issued.

In 1909 another edition, *Webster's New International Dictionary*, was issued. This revision was edited by Dr. William T. Harris, late U. S. Commissioner of Education. New material has been added and revisions made in this dictionary at each successive printing down to the present time.

NEW TALKIE PROJECTOR

A new sound-on-film, standard-sized projector, has been put on the market. The manufacturer claims it is the lightest sound-on-film projector manufactured, the weight, including amplifier, ready to run, being less than 90 pounds. Contrary to expectations on a machine of this weight, it is equipped with a 1000-watt lamp, and the sound reproduction is of a quality found only in the large, highest-priced projectors. The illumination and projection, together with sound, are very powerful and will perfectly accommodate an audience of 4,000.

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A BOOK FOR TEACHERS

Correlation of Art and the Mass reviewed in the December CATHOLIC SCHOOL JOURNAL is a handbook for teachers to accompany the Correlated Art texts, published by the Practical Drawing Company. The regular Correlated Art texts are intended for the pupils. *Correlation of Art and the Mass* is for teachers' use only.

WASHINGTON MOTION PICTURE

The Eastman Kodak Company, under the sponsorship of the Washington Bicentennial Commission, has issued a motion-picture story of the life of George Washington, the first president of the United States. The film which will be used in the 1932 celebration of the first president's 200th birthday anniversary will emphasize those features in the life of Washington which reveal his character and reflect the conditions and spirit of the times. The film has been prepared especially for classroom use and many of the scenes were taken at the places where the events occurred. The film comprises four reels, each covering a period of Washington's history.

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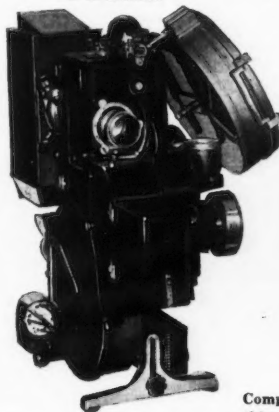
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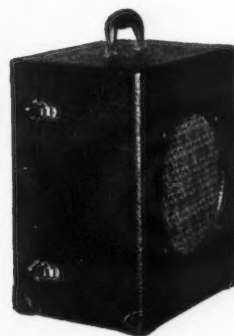
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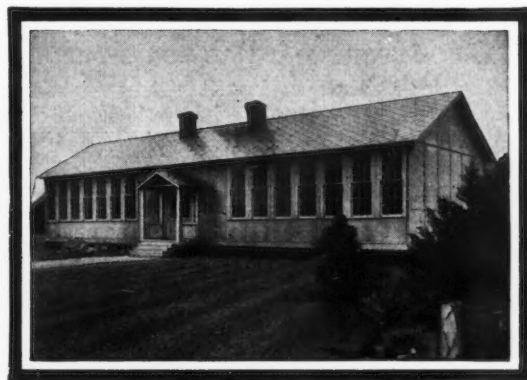
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